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PROCEEDINGS
of the
THIRTY-THIRD ANNUAL MEETING
of the
Association of Colleges and
Secondary Schools of the
Southern States

Fort Worth, Texas
December 6-7, 1928

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PART I.

Association of Colleges and Secondary Schools of the Southern States

ORIGIN AND PURPOSE OF THE ASSOCIATION

The Association was organized in the autumn of 1895 at Atlanta, Georgia, at a meeting of delegates from a number of Southern colleges and universities. Invitations to this meeting had been sent out by a committee appointed by the faculty of Vanderbilt University. The purpose of the meeting, as stated, was:

1. To organize Southern schools and colleges for cooperation and mutual assistance.

2. To elevate the standard of scholarship and to effect uniformity of entrance requirements.

3. To develop preparatory schools and cut off this work from the colleges.

On this basis an organization was effected and a constitution and by-laws were adopted. The following institutions were the charter members: Vanderbilt University, University of North Carolina, University of the South, University of Mississippi, Washington and Lee University, Trinity College. Chancellor J. H. Kirkland was the first Secretary and Treasurer and served in this capacity until 1908 when the late Professor Frederick W. Moore became Secretary and Treasurer, serving until his death in 1911. Since that time this office has been filled by the following: Bert E. Young, 1911-1915; Walter Hullihen, 1915-1917; Edward A. Bechtel, 1917-1921; Edwin D. Pusey, 1921-1923; Theodore H. Jack, 1923-1926; Guy E. Snively, 1926—.

The aims and standards of the Association are set forth in its Constitution and By-Laws, printed in Part VI of this volume.

OFFICIAL ROSTER OF THE ASSOCIATION

OFFICERS OF THE ASSOCIATION, 1928-1929

President Emeritus: Chancellor J. H. Kirkland, Vanderbilt University, Nashville, Tennessee.

President: President R. L. Marquis, North Texas State Teachers College, Denton, Texas.

First Vice-President: Professor E. F. Buchner, Johns Hopkins University, Baltimore, Maryland.

Second Vice-President: Professor Harry Clark, Furman University, Greenville, South Carolina.

Secretary-Treasurer: President Guy E. Snively, Birmingham-Southern College, Birmingham, Alabama.

EXECUTIVE COMMITTEE

1928-1929

Headmaster S. J. McCallie, The McCallie School

President Edward Conradi, Florida State College for Women

Dean H. D. Campbell, Washington and Lee University

Dean Theodore H. Jack, Emory University

Superintendent H. M. Ivy, Meridian Public Schools

President and Secretary, ex officio.

ROLL OF MEMBERS

(WITH THE DATE OF THEIR ELECTION TO MEMBERSHIP)

COLLEGES AND UNIVERSITIES

- Vanderbilt University, Nashville, Tennessee, James Hampton Kirkland, LL.D.,
D.C.L., Chancellor (1895)
- University of North Carolina, Chapel Hill, North Carolina, Harry Woodburn
Chase, Ph.D., LL.D., President (1895)
- University of the South, Sewanee, Tennessee, Benjamin F. Finney, LL.D., Vice
Chancellor (1895)
- University of Mississippi, University, Mississippi, Alfred Hume, LL.D., Chan-
cellor (1895)
- Washington and Lee University, Lexington, Virginia, Henry Louis Smith,
Ph.D., LL.D., President (1895)
- Duke University, Durham, North Carolina, William Preston Few, Ph.D., LL.D.,
President (1895)
- University of Tennessee, Knoxville, Tennessee, Harcourt A. Morgan, LL.D.,
President (1897)
- University of Alabama, University, Alabama, George H. Denny, Ph.D., D.C.L.,
President (1897)
- West Virginia University, Morgantown, West Virginia, John R. Turner, Ph.D.,
President (1900)
- University of Missouri, Columbia, Missouri, Stratton D. Brooks, LL.D., Pres-
ident (1901)
- University of Texas, Austin, Texas, H. Y. Benedict, Ph.D., LL.D., President
(1901)
- Randolph-Macon Woman's College, Lynchburg, Virginia, Dice Robbins An-
derson, Ph.D., LL.D., President (1902)
- Tulane University, New Orleans, Louisiana, A. B. Dinwiddie, Ph.D., LL.D.,
President (1903)
- Goucher College, Baltimore, Maryland, William Westley Guth, Ph.D., LL.D.,
President (1903)
- University of Virginia, Charlottesville, Virginia, E. A. Alderman, D.C.L., LL.D.,
President (1904)
- Randolph-Macon College, Ashland, Virginia, R. E. Blackwell, A.M., LL.D.,
President (1904)
- Centre College, Danville, Kentucky, Charles J. Turck, A.M., LL.B., President
(1904)
- Agnes Scott College, Decatur, Georgia, James Ross McCain, Ph.D., LL.D.,
President (1907)
- University of Georgia, Athens, Georgia, Charles M. Snelling, LL.D., Chancellor
(1909)
- University of Richmond, Richmond, Virginia, F. W. Boatwright, A.M., LL.D.,
President (1910)
- University of Chattanooga, Chattanooga, Tennessee, Arlo Ayres Brown, A.B.,
D.D., President (1910)
- Southwestern, Memphis, Tennessee, Charles E. Diehl, A. M., LL.D., President
(1911)
- Mercer University, Macon, Georgia, Spright Dowell, LL.D., President (1911)
- Millsaps College, Jackson, Mississippi, David Martin Key, Ph.D., LL.D., Pres-
ident (1912)
- Converse College, Spartanburg, South Carolina, Robert P. Pell, A.B., Litt.D.,
President (1912)
- Louisiana State University, Baton Rouge, Louisiana, T. W. Atkinson, C.E.,
Acting President (1913)

- University of Florida, Gainesville, Florida, John J. Tigert, A.M., LL.D., President (1913)
- Johns Hopkins University, Baltimore, Maryland, Frank Johnson Goodnow, LL.D., President (1914)
- The Rice Institute, Houston, Texas, Edgar Odell Lovett, Ph.D., LL.D., President (1914)
- Baylor University, Waco, Texas, Samuel Palmer Brooks, A.M., LL.D., President (1914)
- Florida State College for Women, Tallahassee, Florida, Edward Conradi, Ph.D., President (1915)
- University of Louisville, Louisville, Kentucky, John L. Patterson, A.B., LL.D., Acting Chancellor (1915)
- University of Kentucky, Lexington, Kentucky, F. L. McVey, LL.D., President (1915)
- Transylvania University, Lexington, Kentucky, Thomas B. Macartney, Ph.D., Acting President (1915)
- George Peabody College for Teachers, Nashville, Tennessee, Bruce R. Payne, Ph.D., LL.D., President (1915)
- Southwestern University, Georgetown, Texas, King Vivion, A.M., B.D., President (1915)
- The College of Charleston, Charleston, South Carolina, Harrison Randolph, A.M., LL.D., President (1916)
- University of South Carolina, Columbia, South Carolina, Davison McDouglas, D.D., President (1917)
- Emory University, Atlanta, Georgia, Harvey Warren Cox, Ph.D., LL.D., President (1917)
- Davidson College, Davidson, North Carolina, William Joseph Martin, Ph.D., LL.D., President (1917)
- Wofford College, Spartanburg, South Carolina, Henry N. Snyder, LL.D., President (1917)
- Georgetown College, Georgetown, Kentucky, M. B. Adams, D.D., President (1919)
- Hampden-Sidney College, Hampden-Sidney, Virginia, J. D. Eggleston, LL.D., President (1919)
- Wesleyan College, Macon, Georgia, William F. Quillian, A.B., D.D., President (1919)
- Howard College, Birmingham, Alabama, John C. Dawson, Ph.D., LL.D., President (1920)
- Sweet Briar College, Sweet Briar, Virginia, Miss Meta Glass, Ph.D., President (1920)
- Bethany College, Bethany, West Virginia, Cloyd Goodnight, A.M., D.D., President (1921)
- Mississippi State College for Women, Columbus, Mississippi, J. C. Fant, Ph.D., President (1921)
- Meredith College, Raleigh, North Carolina, Charles E. Brewer, LL.D., President (1921)
- Wake Forest College, Wake Forest, North Carolina, F. P. Gaines, Ph.D., President (1921)
- College of William and Mary, Williamsburg, Virginia, J. A. C. Chandler, LL.D., President (1921)
- North Carolina College for Women, Greensboro, North Carolina, Julius I. Foust, LL.D., President (1921)
- Southern Methodist University, Dallas, Texas, Charles Claude Selecman, D.D., President (1921)
- Salem College, Winston-Salem, North Carolina, Howard E. Rondthaler, D.D., President (1922)

- Birmingham-Southern College, Birmingham, Alabama, Guy E. Snavelly, Ph.D., LL.D., President (1922)
- Spring Hill College, Spring Hill, Alabama, Joseph M. Walsh, S.J., A.M., President (1922)
- Alabama Polytechnic Institute, Auburn, Alabama, Bradford Knapp, D.Agr., President (1922)
- Mississippi College, Clinton, Mississippi, John W. Provine, LL.D., President (1922)
- Maryville College, Maryville, Tennessee, Samuel T. Wilson, D.D., LL.D., President (1922)
- Texas Christian University, Fort Worth, Texas, E. M. Waits, LL.D., President (1922)
- Georgia School of Technology, Atlanta, Georgia, M. L. Brittain, LL.D., President (1923)
- Presbyterian College of South Carolina, Clinton, South Carolina, John McSween, A.B., President (1923)
- Coker College, Hartsville, South Carolina, Carlyle Campbell, M.A., President (1923)
- Winthrop College, Rock Hill, South Carolina, David B. Johnson, LL.D., President (1923)
- Virginia Polytechnic Institute, Blacksburg, Virginia, Julian A. Burruss, Ph.D., President (1923)
- College of Industrial Arts, Denton, Texas, L. H. Hubbard, Ph.D., LL.D., President (1923)
- Shorter College, Rome, Georgia, William D. Furry, Ph.D., President (1923)
- Louisiana College, Pineville, Louisiana, C. Cottingham, LL.D., President (1923)
- Our Lady of the Lake College, San Antonio, Texas, H. A. Constantineau, D.D., President (1923)
- The Citadel, Charleston, South Carolina, O. J. Bond, Ph.D., LL.D., President (1924)
- Furman University, Greenville, South Carolina, William J. McGlothlin, Ph.D., D.D., LL.D., President (1924)
- Agricultural and Mechanical College of Texas, College Station, Texas, T. O. Walton, President (1924)
- Alabama College, Montevallo, Alabama, O. C. Carmichael, A.M., B.Sc., LL.D., President (1925)
- Judson College, Marion, Alabama, E. V. Baldy, A.M., D.D., President (1925)
- Georgia State College for Women, Milledgeville, Georgia, J. L. Beeson, Ph.D., President (1925)
- Southwestern Louisiana Institute, Lafayette, Louisiana, Edwin L. Stephens, Pd.D., President (1925)
- Erskine College, Due West, South Carolina, R. C. Grier, D.D., President (1925)
- Emory and Henry College, Emory, Virginia, James N. Hillman, A.B., M.A., President (1925)
- Bridgewater College, Bridgewater, Virginia, Paul H. Bowman, D.D., President (1925)
- Trinity University, Waxahatchie, Texas, John H. Burma, D.D., President (1925)
- Incarnate Word College, San Antonio, Texas, Sister M. Columkille, Ph.D., President (1925)
- Centenary College, Shreveport, Louisiana, George S. Sexton, D.D., President (1925)
- Baylor College for Women, Belton, Texas, John C. Hardy, A.M., LL.B., LL.D., President (1926)

- Berea College, Berea, Kentucky, William J. Hutchins, D.D., LL.D., President (1926)
- Elon College, Elon College, North Carolina, William A. Harper, M.A., Litt. D., LL.D., President (1926)
- Greensboro College for Women, Greensboro, North Carolina, Samuel B. Turrentine, A.M., D.D., President (1926)
- Guilford College, Guilford College, North Carolina, Raymond Binford, Ph.D., President (1926)
- Marshall College, Huntington, West Virginia, Morris P. Shawkey, A.M., Pd.D., President (1926)
- Mississippi A. & M. College, A. & M. College, Mississippi, Buz M. Walker, Ph.D., President (1926)
- Mississippi Womans College, Hattiesburg, Mississippi, John L. Johnson, M.A., President (1926)
- Tusculum College, Greenville, Tennessee, Charles O. Gray, D.D., LL.D., President (1926)
- Virginia Military Institute, Lexington, Virginia, Major General Wm. H. Cocke, President (1926)
- Carson and Newman College, Jefferson City, Tennessee, James T. Warren, M.A., President (1927)
- Simmons University, Abilene, Texas, Jefferson Davis Sandifer, Ph.D., LL.D., President (1927)
- Louisiana Polytechnic Institute, Ruston, Louisiana, G. W. Bond, A.M., Acting President (1927)
- Roanoke College, Salem, Virginia, Charles J. Smith, M.A., D.D., President (1927)
- Lynchburg College, Lynchburg, Virginia, J. T. T. Hundley, D.D., President (1927)
- Rollins College, Winter Park, Florida, Hamilton Holt, Litt. D., LL.D., President (1927)
- Clemson College, Clemson, South Carolina, E. W. Sikes, Ph.D., LL.D., President (1927)
- Blue Mountain College, Blue Mountain, Mississippi, Lawrence T. Lowrey, Ph.D., President (1927)
- Woman's College of Alabama, Montgomery, Alabama, Walter D. Agnew, Ph.D., President (1928)
- Catawba College, Salisbury, North Carolina, Elmer R. Hoke, Ph.D., President (1928)
- Lenoir Rhyne College, Hickory, North Carolina, H. B. Schaeffer, A.M., D.D., President (1928)
- North Carolina State College of Agriculture and Engineering, Raleigh, North Carolina, Eugene C. Brooks, LL.D., President (1928)
- Limestone College, Gaffney, South Carolina, Robert C. Granberry, D.D., President (1928)
- Texas Technological College, Lubbock, Texas, Paul W. Horn, A.M., LL.D., President (1928)

TEACHER TRAINING COLLEGES

- East Texas State Teachers College, Commerce, Texas, S. H. Whitley, M.A., Litt.D., President (1925)
- North Texas State Teachers College, Denton, Texas, Robert L. Marquis, M.S., President (1925)
- Sam Houston State Teachers College, Huntsville, Texas, H. F. Estill, Litt. D., President (1925)
- South-West Texas State Teachers College, San Marcos, Texas, C. E. Evans, LL.D., President (1925)
- West Texas State Teachers College, Canyon, Texas, J. A. Hill, M.A., President (1925)

- Louisiana State Normal College, Natchitoches, Louisiana, V. L. Roy, B.S., M.A., President (1926)
- Western Kentucky State Teachers College, Bowling Green, Kentucky, H. H. Cherry, LL.D., President (1926)
- State Teachers College, Farmville, Virginia, J. L. Jarman, LL.D., President (1927)
- State Teachers College, Harrisonburg, Virginia, Samuel Page Duke, A.M., President (1927)
- East Carolina Teachers College, Greenville, North Carolina, Robert H. Wright, B.S., President (1927)
- East Tennessee State Teachers College, Johnson City, Tennessee, Charles C. Sherrod, Ph.D., President (1927)
- West Tennessee State Teachers College, Memphis, Tennessee, John Willard Brister, M.A., President (1927)
- Stephen F. Austin State Teachers College, Nacogdoches, Texas, Alton William Birdwell, M.A., President (1927)
- Georgia State Teachers College, Athens, Georgia, Jere M. Pound, LL.D., President (1928)
- East Radford State Teachers College, East Radford, Virginia, John Preston McConnell, Ph.D., President (1928)
- South Texas State Teachers College, Kingsville, Texas, Robert B. Cousins, LL.D., President (1928)
- Murray State Teachers College, Murray, Kentucky, Rainey T. Wells, LL.D., President (1928)
- Eastern Kentucky State Teachers College, Richmond, Kentucky, H. L. Donovan, Ph.D., President (1928)
- Middle Tennessee State Teachers College, Murfreesboro, Tennessee, Prichett A. Lyon, President (1928)

JUNIOR COLLEGES

- Ward Belmont, Nashville, Tennessee, John D. Blanton, LL.D., President (1925)
- Virginia Intermont College, Bristol, Virginia, H. G. Noffsinger, A.M., President (1925)
- Gulf Park College, Gulfport, Mississippi, Richard G. Cox, A.M., President (1926)
- John Tarleton Agricultural College, Stephenville, Texas, J. Thomas Davis, A.M., President (1926)
- Junior College of Augusta, Augusta, Georgia, George P. Butler, LL.D., President (1926)
- Marion Institute, Marion, Alabama, Walter Lee Murfee, A. M., President (1926)
- Mars Hill College, Mars Hill, North Carolina, R. L. Moore, A.B., President (1926)
- Sullins College, Bristol, Virginia, W. E. Martin, Ph.D., President (1926)
- Tennessee Wesleyan College, Athens, Tennessee, James L. Robb, A.M., President (1926)
- Andrew College, Cuthbert, Georgia, Frank Garland Branch, B.S., President (1927)
- Whitworth College, Brookhaven, Mississippi, George F. Winfield, M.A., D.D., Associate President (1927)
- Saint Mary's School, Raleigh, North Carolina, Warren Wade Way, A.M., Rector (1927)
- Lon Morris College, Jacksonville, Texas, Elbert M. Stanton, A.B., President (1927)
- Averett College, Danville, Virginia, John W. Cammack, M.A., D.D., President (1928)

- Hiwassee College, Madisonville, Tennessee, J. M. Reedy, B.A., President
(1928)
Bethel Woman's College, Hopkinsville, Kentucky, John W. Gaines, LL.D.,
President (1928)
Hinds Junior College, Raymond, Mississippi, R. E. L. Sutherland, President
(1928)

SECONDARY SCHOOLS

This list is found arranged alphabetically by States in Part IV.

INDIVIDUAL MEMBERS

- Allen, A. T., Department of Public Instruction, Raleigh, N. C.
Cocke, M. Estes, Secretary-Treasurer, Hollins College, Hollins, Virginia
Colwell, N. P., Secretary, Council on Medical Education, American Medical
Association, Chicago, Illinois
Davis, Arthur Kyle, President of Southern College (Junior), Petersburg,
Virginia
Evans, A. W., Texas Technological College, Lubbock, Texas
Highsmith, J. Henry, High School Inspector, Raleigh, North Carolina
Hodgdon, F. C., 70 Fifth Avenue, New York City
McMillan, J. P., Assistant Secretary, Board of Education, Methodist Epis-
copal Church, Chicago
Nelson, D. M., Secretary of Baptist Education Commission, Jackson, Missis-
sippi
Parkinson, B. L., State Department of Education, Montgomery, Alabama
Pound, E. A., High School Inspector, Atlanta, Georgia
Spencer, W. L., High School Inspector, Montgomery, Alabama
Sweets, Henry H., 410 Urban Bldg., Louisville, Kentucky
Trudeau, Charles F., State High School Inspector, Baton Rouge, Louisiana

DELEGATES AND VISITORS

ATTENDING THE THIRTY-THIRD ANNUAL MEETING

I. Representatives of Member Institutions

(a) Colleges and Universities

- Agnes Scott College—President J. R. McCain
Agricultural and Mechanical College of Texas—Dean C. E. Friley, Dean
F. C. Bolton, Dean C. Puryear, C. H. Winkler, Louise Hillyer
Alabama College—President O. C. Carmichael, Dean T. H. Napier
Alabama Polytechnic Institute—President Bradford Knapp
Baylor College for Women—President J. C. Hardy, J. C. McElhannon
Baylor University—Dean W. S. Allen
Berea College—Dean T. A. Hendricks
Birmingham-Southern College—President Guy E. Snavelly, Dean G. W. Mead
Blue Mountain College—President L. T. Lowery, F. E. Skilton
Bridgewater College—President P. H. Bowman
Carson and Newman College—President J. T. Warren
Catawba College—President E. R. Hoke
Centenary College of Louisiana—President G. S. Sexton, Dean J. A. Hardin,
G. M. Reynolds
Centre College—President C. J. Turck, Dean F. L. Rainey
Clemson College—W. H. Washington
College of Charleston—R. H. Coleman, C. A. Graeser
College of Industrial Arts—President L. H. Hubbard, A. W. Ashburn, W. S.
Donoho, H. Gray, R. J. Turrentine

- College of William and Mary—Dean K. J. Hoke
 Converse College—W. H. Morton
 Duke University—President W. P. Few, Holland Holton
 Elon College—T. C. Amick.
 Emory and Henry College—President J. N. Hillman, Dean H. M. Henry
 Emory University—Dean T. H. Jack, Dean G. C. White
 Erskine College—President R. C. Grier
 Furman University—Harry Clark
 Georgetown College—Dean R. T. Hinton
 Georgia School of Technology—President M. L. Brittain, H. H. Caldwell
 Georgia State College for Women—Dean E. H. Scott
 Greensboro College—President S. B. Turrentine
 Howard College—Vice-President T. R. Eagles
 Incarnate Word College—Sister M. Columkille, President, Sister Patrick
 Joseph, Sister Josephina, Sister John
 Johns Hopkins University—E. F. Buchner
 Judson College—President E. V. Baldy, Dean J. B. Clark
 Lenoir Rhyne College—President H. B. Schaeffer
 Limestone College—President R. C. Granberry, Dean E. T. Ford
 Louisiana College—President C. Cottingham
 Louisiana Polytechnic Institute—Acting President G. W. Bond
 Louisiana State University—Dean C. A. Ives, H. L. Garrett, J. A. McMillan
 Lynchburg College—Dean C. L. McPherson
 Marshall College—President M. P. Shawkey
 Maryville College—C. H. Gillingham
 Mercer University—Dean B. C. Holtzclaw, Jr.
 Meredith College—President C. E. Brewer
 Millsaps College—President D. M. Key, Dean B. E. Mitchell, J. R. Lin
 Mississippi A. & M. College—F. J. Weddell
 Mississippi College—President J. W. Provine, M. Latimer
 Mississippi Woman's College—President J. L. Johnson, Dean L. Q. Campbell
 North Carolina College for Women—Dean W. C. Smith, C. H. Stone
 North Carolina State College—President E. C. Brooks
 Our Lady of the Lake College—President H. A. Constantineau, Dean Sister
 M. Angelique, Mother M. Philathea, Sister Mary Pia
 Peabody College—Provost R. B. Binion, W. D. Cocking, J. R. Robinson,
 C. W. Knudsen, S. B. Hall, C. S. Pendleton
 Presbyterian College of South Carolina—President John McSweeney, Dean
 M. W. Brown
 Randolph-Macon College—President R. E. Blackwell
 Randolph-Macon Woman's College—President D. R. Anderson
 Roanoke College—D. B. Welsh
 Shorter College—President W. D. Furry
 Simmons University—Vice-President R. N. Richardson, Dean Julius Olsen
 Southern Methodist University—President C. C. Selecman, Dean E. D.
 Jennings, R. L. Brewer, C. A. Nichols
 Southwestern—President C. E. Diehl, Acting Dean R. W. Hartley
 Southwestern Louisiana Institute—President E. L. Stephens, Dean H. L.
 Griffin
 Southwestern University—President King Vivion, Dean O. A. Ullrich, Pearl
 Neas
 Spring Hill College—President J. M. Walsh
 Sweet Briar College—President Meta Glass
 Texas Christian University—President E. M. Waits, Dean C. D. Hall, D. E.
 Bailey, F. E. Billington, W. C. Morro, E. R. Tucker
 Texas Technological College—President P. W. Horn, J. F. McDonald, E. H.
 West

The Citadel—President O. J. Bond
 Trinity University—Dean E. P. Childs, A. T. Dewey, J. B. Ford, S. L. Hornbeck, R. C. Hughes, W. J. Kennedy, T. A. Mote, J. A. Padgett
 Tulane University—President A. B. Dinwiddie, Dean E. A. Bechtel, J. A. Lyon
 Tusculum College—President C. O. Gray
 University of Alabama—Dean C. H. Barnwell, G. H. Yeuell
 University of Chattanooga—Dean P. L. Palmer
 University of Florida—Joseph Roemer
 University of Georgia—W. D. Hooper, J. S. Stewart
 University of Kentucky—Dean P. P. Boyd, E. L. Gillis, M. E. Ligon, F. W. Reeves
 University of Louisville—E. B. Fowler
 University of Mississippi—Dean A. L. Bondurant, Dean O. A. Shaw
 University of Missouri—Dean Walter Miller
 University of North Carolina—T. J. Wilson, Jr.
 University of South Carolina—President D. M. Douglas, Dean L. T. Baker, J. A. Stoddard
 University of Tennessee—E. R. Gabler
 University of Texas—E. J. Mathews, W. J. Battle, T. H. Shelby
 University of Virginia—W. H. Faulkner, W. R. Smithey
 Vanderbilt University—Dean F. C. Paschal
 Virginia Military Institute—Superintendent W. H. Cocke, W. M. Hunley
 Virginia Polytechnic Institute—President J. A. Burruss
 Wake Forest College—G. W. Paschal
 Washington and Lee University—Dean H. D. Campbell
 Wesleyan College—Vice-President L. P. Smith
 West Virginia University—President J. R. Turner
 Winthrop College—G. T. Pugh
 Wofford College—Dean A. M. DuPre
 Woman's College of Alabama—President W. D. Agnew, Dean L. E. Williams

(b) *Division of Teacher Training Colleges*

East Carolina Teachers College—H. J. McGinnis
 Eastern Kentucky State Teachers College—President H. L. Donovan, Dean H. E. Cooper
 East Radford State Teachers College—President J. P. McConnell
 East Tennessee State Teachers College—President C. C. Sherrod
 East Texas State Teachers College—President S. H. Whitley, A. C. Ferguson
 Farmville State Teachers College—President J. L. Jarman
 Georgia State Teachers College—President J. M. Pound
 Louisiana State Normal College—President V. L. Roy, C. C. Stroud, S. M. Byrd
 Middle Tennessee State Teachers College—President P. A. Lyon
 Murray State Teachers College—President R. T. Wells, Dean J. W. Carr, W. J. Caplinger, W. R. Bourne
 North Texas State Teachers College—President R. L. Marquis, G. A. Odom, L. A. Sharp
 Sam Houston State Teachers College—L. E. King
 South Texas State Teachers College—President R. B. Cousins, L. F. Connell
 Southwest Texas State Teachers College—Dean A. H. Nolle, L. H. Kidd
 Stephen F. Austin State Teachers College—President A. W. Birdwell, Acting Dean J. H. Wisely
 Western Kentucky Teachers College—F. C. Grise, E. H. Canon
 West Tennessee State Teachers College—President J. W. Brister
 West Texas State Teachers College—President J. A. Hill, Dean R. P. Jarrett, D. A. Shirley

(c) Junior Colleges

Andrew College—President F. G. Branch
 Averett College—President J. W. Cammack
 Bethel Woman's College—President J. W. Gaines
 Gulf Park College—President R. G. Cox
 Hinds Junior College—President R. E. L. Sutherland, F. M. Coleman
 Hiwassee College—President J. M. Reedy
 John Tarleton College—Dean J. T. Davis
 Junior College of Augusta—President G. P. Butler
 Lon Morris College—Acting President E. M. Stanton
 Marion Institute—President W. L. Murfee
 Mars Hill College—Vice-President P. L. Elliott
 St. Mary's School—Rector W. W. Way
 Sullins College—President W. E. Martin
 Tennessee Wesleyan College—Dean W. E. Miller
 Virginia Intermont College—President H. G. Noffsinger
 Ward Belmont School—Vice-President J. W. Barton
 Whitworth College—Associate President G. F. Winfield

(d) Secondary Schools

Rivers Academy, Athens, Alabama—President Mary M. McCoy
 Bessemer Senior High School, Bessemer, Alabama—Principal J. A. Davis
 Birmingham High Schools, Birmingham, Alabama—Associate Superintendent
 Chas. A. Brown
 The Simpson School, Birmingham, Alabama—Principal J. M. Malone
 Shades-Cahaba High School, Birmingham, Alabama—Principal J. M. Ward
 Coffee High School, Florence, Alabama—Superintendent F. T. Appleby
 University Military School, Girls Preparatory School, Mobile, Alabama—
 Superintendent J. T. Wright
 Mobile High School, Mobile, Alabama—Principal K. J. Clark
 Spring Hill High School, Spring Hill, Alabama—Principal J. B. Bassich
 Pensacola High School, Pensacola, Florida—Principal J. H. Workman
 St. Leo Academy, St. Leo, Florida—Prefect Rev. Father Jerome
 Public Schools, St. Petersburg, Florida—Superintendent G. M. Lynch
 Public High Schools, Tampa, Florida—Director E. L. Robinson
 Girls High School, Atlanta, Georgia—Principal Jessie Muse
 Marist High School, Atlanta, Georgia—Principal P. H. Dagneau
 The Academy of Richmond, Augusta, Georgia—President George P. Butler
 Georgia Military Academy, College Park, Georgia—President John C.
 Woodward
 Presentation Academy, Louisville, Kentucky—Principal Sister Agnes Teresa
 McAlidiffe
 Nazareth Junior College, Nazareth, Kentucky—Dean Sister Mary Ignatius
 Fox
 Science Hill School for Girls, Shelbyville, Kentucky—Associate Principal
 Juliet J. Poynter
 St. Catherine's Academy, St. Catherine, Kentucky—Mother General Sister
 Bernadette
 St. Vincent Academy, St. Vincent, Kentucky—Principal Sister Bertrand
 Crimmins
 Bolton High School, Alexandria, Louisiana—Principal Scott M. Brame
 Isidore Newman Manual Training School, New Orleans, Louisiana—
 Director Clarence C. Henson
 Jesuit High School, New Orleans, Louisiana—Principal P. A. Roy
 St. Mary's Dominican High School, New Orleans, Louisiana—Principal Sister
 Mary Kevin, Sister Mary Vincent

- Biloxi High School, Biloxi, Mississippi—Superintendent Albert L. May
 Public Schools, Brookhaven, Mississippi—Superintendent Edgar S. Bowlus
 Flora High School, Flora, Mississippi—Superintendent Wilbur R. Sumrall
 Gulf Coast Military Academy, Gulfport, Mississippi—Principal J. E. Belka
 Central High School, Jackson, Mississippi—Superintendent Edward L. Bailey
 Laurel High School, Laurel, Mississippi—Superintendent R. H. Watkins
 Senior High School, Meridian, Mississippi—Superintendent H. M. Ivy
 Harrison-Stone-Jackson A. H. S., Perkinston, Mississippi—Superintendent J. L. Denson
 Picayune High School, Picayune, Mississippi—Superintendent T. K. Boggan
 High Point High School, High Point, North Carolina—Principal L. R. Johnston
 City and County Schools, Wilson, North Carolina—Superintendent K. R. Curtis
 Columbia Public Schools, Columbia, South Carolina—Superintendent A. C. Flora
 Easley High School, Easley, South Carolina—Superintendent W. M. Scott
 Greenwood High School, Greenwood, South Carolina—Superintendent W. E. Black
 Spartanburg City Schools, Spartanburg, South Carolina—Superintendent Frank Evans
 Baxter Seminary, Baxter, Tennessee—President H. L. Upperman
 The McCallie School, Chattanooga, Tennessee—Headmaster S. J. McCallie
 Girls' Preparatory School, Chattanooga, Tennessee—Principal Tommie P. Duffy
 Nashville Agricultural Normal Institute, Madison, Tennessee—Principal Blanche O. Noble
 Memphis City Schools, Memphis, Tennessee—Superintendent R. L. Jones
 Shelby County Accredited Schools, Memphis, Tennessee—Superintendent Sue Powers, Principal Hal Anderson
 St. Agnes Academy, Memphis, Tennessee—Superintendent Sister M. Michael
 Hume Fogg High School, Nashville, Tennessee—Principal C. T. Kirkpatrick
 St. Cecilia Academy, Nashville, Tennessee—Mother Pius, Principal Sister Anne Frances
 Tennessee Military Institute, Sweetwater, Tennessee—President C. R. Endsley
 Beaumont High School, Beaumont, Texas—Supervisor Mary Jo Popplewell
 South Park School, Beaumont, Texas—Dean D. W. Bortratt
 Baylor College Academy, Belton, Texas—Acting Dean Ruth Morris
 Howard Payne Academy, Brownwood, Texas—President Edgar Godbold
 Byers High School, Byers, Texas—Principal F. W. Richardson
 North Dallas High School, Dallas, Texas—Principal E. B. Comstock
 St. Mary's College, Dallas, Texas—Principal Jeanette W. Ziegler, Ethel K. Boyce
 Woodrow Wilson High School, Dallas, Texas—Principal George L. Ashburn
 Denison High School, Denison, Texas—Principal B. McDaniel
 Edinburg College, Edinburg, Texas—W. A. Schulze
 El Paso School for Girls, El Paso, Texas—Principal Lucinda Templin
 Farwell High School, Farwell, Texas—Superintendent Ferman N. Sawyer
 Floydada High School, Floydada, Texas—Superintendent William E. Patty
 Public High School, Fort Stockton, Texas—Superintendent V. A. Byrd
 Central High School, Fort Worth, Texas—Principal R. L. Paschal
 North Side High School, Fort Worth, Texas—Principal C. A. Gardner
 Fort Worth Public Schools, Fort Worth, Texas—Alva Lockhead
 Gainesville Junior College, Gainesville, Texas—Principal W. E. Chalmers
 Ball High School, Galveston, Texas—Principal W. A. James
 Graham High School, Graham, Texas—Superintendent I. T. Gilmer
 Hillsboro Junior College, Hillsboro, Texas—W. F. Doughty

Public High Schools, Houston, Texas—Superintendent E. E. Oberholtzer, F. M. Black
 Iowa Park Public Schools, Iowa Park, Texas—Superintendent R. E. Brewster
 Kerens High School, Kerens, Texas—Superintendent J. J. Hendricks
 Schreiner Institute, Kerrville, Texas—President J. J. Delaney, Dean W. G. Martin
 Mineral Wells High School, Mineral Wells, Texas—Superintendent S. J. Smith
 Mt. Pleasant City Schools, Mt. Pleasant, Texas—Superintendent P. E. Wallace
 Port Arthur High School, Port Arthur, Texas—Principal R. A. Collins
 Ralls High School, Ralls, Texas—Superintendent A. B. Sanders
 Texas Military Institute, San Antonio, Texas—Superintendent W. W. Bondurant
 San Antonio Schools, San Antonio, Texas—Superintendent Marshall Johnston, C. C. Ball
 Westmoreland College, San Antonio, Texas—President E. R. Stanford, Dean G. D. Pickens
 St. Mary's Academy, San Antonio, Texas—Principal A. J. Hagemann
 Seymour High School, Seymour, Texas—Superintendent J. F. Kemp
 Tahoka High School, Tahoka, Texas—Superintendent Martin Blaze
 Temple High School, Temple, Texas—Superintendent L. C. Procter, Principal J. L. Head
 Terrell High School, Terrell, Texas—Superintendent J. E. Langwith
 Texarkana Public Schools, Texarkana, Texas—Superintendent H. W. Stilwell
 Texas High School, Texarkana, Texas—Principal B. B. Lawson
 Tyler High School, Tyler, Texas—Superintendent J. M. Hodges
 Uvalde High School, Uvalde, Texas—Superintendent G. D. Dean
 Waco High School, Waco, Texas—Principal E. T. Penheimer
 Wichita Falls High School, Wichita Falls, Texas—Principal S. H. Rider, Arthur K. Presson
 Randolph-Macon Academy, Bedford, Virginia—President W. R. Phelps
 John Marshall High School, Richmond, Virginia—J. C. Harwood
 Staunton Military Academy, Kables, Virginia—President T. H. Russell, Headmaster R. W. Wonson

II. INDIVIDUAL MEMBERS

Evans, Arthur Wilson, Department of Education, Texas Technological College, Lubbock, Texas
 Highsmith, J. Henry, State High School Supervisor, Raleigh, North Carolina
 Parkinson, B. L., Director of Teacher Training, State Department of Education, Montgomery, Alabama
 Pound, Edwin A., State High School Supervisor, Atlanta, Georgia
 Spencer, William L., Director of Secondary Education, State Department of Education, Montgomery, Alabama
 Trudeau, Charles F., State High School Supervisor, Baton Rouge, Louisiana

III. REGISTERED VISITORS

(a) State Departments of Education

Bass, William A., State High School Supervisor, Nashville, Tennessee
 Blackman, Albert M., Chief Supervisor of High Schools, State Department of Education, Austin, Texas
 Broom, Knox M., State High School Supervisor, Jackson, Mississippi
 Combs, Morgan L., Supervisor of Research and Surveys, State Department of Education, Richmond, Virginia
 Daniel, J. McTyeire, State High School Inspector, Columbia, South Carolina

Gilstrap, Opal, State Department of Education, Austin, Texas
 Godman, Mark, State High School Supervisor, Versailles, Kentucky
 Henderson, Katherine Bradford, State High School Supervisor, Austin Texas
 Hinson, M. R., State High School Supervisor, Tallahassee, Florida
 Jenkins, Frank, State High School Supervisor, Jackson, Mississippi
 Marrs, S. M. N., State Department of Education, Austin, Texas
 Reid, J. R., State Department of Education, Austin, Texas

(b) *Other Visitors*

Adams, Myron W., President, Atlanta University, Atlanta, Georgia
 Akers, Lewis R., President, Asbury College, Wilmore, Kentucky
 Akin, W. P., Dean, Texarkana Junior College, Texarkana, Texas
 Albritton, Ben J., President, Jacksonville College, Jacksonville, Texas
 Allison, Louis A., Weatherford Junior College, Weatherford, Texas
 Alsop, Alice, Ft. Worth, Texas
 Andrews, Robert McCann, High Point College, High Point, North Carolina
 Appleby, Mrs. F. F., Florence, Alabama
 Atwood, Edward L., President, Tennessee College for Women, Murfreesboro, Tennessee
 Batten, J. Minton, Scarritt College, Nashville, Tennessee
 Bibb, Ethel, The Red Book Magazine, New York City
 Bennett, Claude, President, State Teachers College, Hattiesburg, Mississippi
 Berenice, Sister, Dean, Nazareth College, Louisville, Kentucky
 Black, Mrs. W. E., Greenwood, South Carolina
 Brown, Frank T., Dean, Texas Military Academy, Terrell, Texas
 Buchner, Mrs. Edward F., Baltimore, Maryland
 Bush, Millard P., Jones County Agricultural High School, Ellisville, Mississippi
 Childs, Claudius C., Dean, South Georgia Junior State College, Douglas, Georgia
 Copeland, Kathryn, Dean, Anderson College, Anderson, South Carolina
 Cox, George W., Manager, College and Specialist Bureau, Memphis, Tennessee
 Cunninggim, Jesse L., President, Scarritt College, Nashville, Tennessee
 Derthick, H. J., President, Milligan College, Milligan College, Tennessee
 Derthick, Mrs. H. J., Dean of Women, Milligan College, Tennessee
 DeWitt, R. P., School Architects, Dallas, Texas
 Dibrell, Florence, Forth Worth, Texas
 Dupre, N. K., Houston Junior College, Houston, Texas
 Early, William Irvin, President, North Central Association, Sioux Falls, South Dakota
 Ellzey, Lawrence R., President, Copiah Lincoln Junior College, Wesson, Mississippi
 Ezell, B. F., John B. Stetson University, DeLand, Florida
 Foshee, Edgar L., Austin College, Sherman, Texas
 Freeman, John R., President, Littlefield College, Littlefield, Texas
 Gale, Robert Joseph, Headmaster, Castle Heights Military Academy, Lebanon, Tennessee
 Gard, Blanche A., Texas Woman's College, Fort Worth, Texas
 Gettys, Embry M., Dean, Decatur Baptist College, Decatur, Texas
 Giles, Frederic P., Weatherford College, Weatherford, Texas
 Gillespie, G. T., President, Belhaven College, Jackson, Mississippi
 Gillis, Mrs. Ezra L., Lexington, Kentucky
 Gotke, G. W., President, Brownsville Junior College, Brownsville, Texas
 Graydon, John F., Philadelphia, Pennsylvania
 Hale, J. W., Dean, Thorp Spring Christian College, Terrell, Texas
 Holloway, Birdie H., Texas Woman's College, Fort Worth, Texas

- Hovater, Dexter L., Superintendent, City Schools, Piedmont, Alabama
 Howard, Clyde M., Texas Woman's College, Fort Worth, Texas
 Hynes, John W., Dean, Loyola University, New Orleans, Louisiana
 Jarman, L. Wilson, Queens College, Charlotte, North Carolina
 Jassen, Carl A., Specialist, Secondary Education, U. S. Bureau of Education, Washington, D. C.
 Jessen, Mrs. Carl A., Washington, D. C.
 Kethley, William M., President, Delta State Teachers College, Cleveland, Mississippi
 Key, Mrs. D. M., Jackson, Mississippi
 Landman, Al, Fort Worth, Texas
 Laserian, Sister M., Principal, St. Mary's Academy, Amarillo, Texas
 Lewis, Hosea H., Thorp Spring Christian College, Terrell, Texas
 McConnell, Mrs. J. P., East Radford, Virginia
 McCool, R. M., President, Murray Agricultural College, Tishomingo, Oklahoma
 Mann, Sue Belle, Texas Woman's College, Fort Worth, Texas
 Mary Adeline, Sister, Nazareth College, Louisville, Kentucky
 Masters, Basil E., Dean, Paris Junior College, Paris, Texas
 Miles, H. U., Dean, Edinburg College, Edinburg, Texas
 Miller, Norman C., Emory University, Atlanta, Georgia
 Misch, Father Edgar J., St. Edward's University, Austin, Texas
 Napier, Mrs. T. H., Montevallo, Alabama
 Nelson, J. E., San Antonio Junior College, San Antonio, Texas
 Newton, George A., Waxahachie, Texas
 Overstreet, Charles A., President, A. & M. College, Magnolia, Arkansas
 Parrish, Lorena L., Texas Woman's College, Fort Worth, Texas
 Paschal, Rosa Catherine, Dean, Greenville Woman's College, Greenville, South Carolina
 Paulin, Eugene A., Dean, St. Mary's University, San Antonio, Texas
 Pearce, Haywood J., President, Brenau College, Gainesville, Georgia
 Petty, Maude A., Texas Woman's College, Fort Worth, Texas
 Powell, R. H., President, Georgia State Woman's College, Valdosta, Georgia
 Roop, Hervin U., President, Lincoln Memorial University, Harrogate, Tennessee
 Scott, Thomas P., State Teachers College, Hattiesburg, Mississippi
 Shelburne, Elizabeth, Carr-Burdette College, Sherman, Texas
 Smith, Felix E., President, San Angelo Junior College, San Angelo, Texas
 Spivey, Ludd M., President, Southern College, Lakeland, Florida
 Stokes, Helen Louise, Weatherford College, Weatherford, Texas
 Stringer, S. L., President, Pearl River College, Poplarville, Mississippi
 Sullivan, F. David, President, Loyola University, New Orleans, Louisiana
 Thompson, W. E., President, La Grange College, La Grange, Georgia
 Tyner, B. Y., Acting President, State Teachers College, Fredericksburg, Virginia
 Tyner, Mrs. B. Y., State Teachers College, Fredericksburg, Virginia
 Vandiver, Joseph S., Superintendent, Sunflower Junior College, Moorhead, Mississippi
 Van Doren, C. F., Central Scientific Company, Chicago, Illinois
 Vaughan, William H., Dean, Morehead Teachers College, Morehead, Kentucky
 Watson, Jewell, Thorp Spring Christian College, Terrell, Texas
 Watters, H. E., President, Union University, Jackson, Tennessee
 Wells, Mrs. Rainey T., Murray College, Murray, Kentucky
 Whitsitt, E. L., Dean, A. & M. College, Jonesboro, Arkansas
 Wright, Mrs. J. T., Mobile, Alabama
 Young, Mrs. Margaret S., Weatherford Junior College, Weatherford, Texas

PUBLICATIONS OF THE ASSOCIATION

For the index of the Proceedings of the Association, 1895-1912, see the Proceedings of the Nineteenth Meeting, published in 1913. For the index of the Proceedings of the Association, 1913-1921, inclusive, see the Proceedings of the Twenty-seventh Meeting, published in 1923.

Proceedings of the Twenty-seventh Annual Meeting, New Orleans, Louisiana, December 7-8, 1922. Minutes of the Meeting. Report of the Secretary-Treasurer. Reports of the Executive Committee. Report of the Commission on Institutions of Higher Education. Report of the Commission on Accredited Schools. Report of the Committee on Deans' Reports. Papers and Addresses: Presidential Address, "The Southern Association and its Problems," President A. B. Dinwiddie, Tulane University; "The Work of the Commission on Institutions of Higher Education," Dean H. D. Campbell, Washington and Lee University; "How Mississippi College Met the Standards of the Southern Association of Colleges and Secondary Schools with respect to Endowment," Dr. D. M. Nelson, Mississippi Baptist Education Commission; "Women's Colleges and the Southern Association," President Emilie M. McVea, Sweet Briar College; "Standards of the Denominational Colleges," Dr. Henry H. Sweets, Secretary, Committee on Christian Education of the Presbyterian Church. Report of the Committee on Athletics, Dean Douglas Anderson, Chairman. Constitution and By Laws. Report of Special Committee on Specified Entrance Units, Professor W. D. Hooper, University of Georgia, Chairman.

Proceedings of the Twenty-eighth Annual Meeting, Richmond, Virginia, December 4-7, 1923. Membership Roll, officers for 1923-24, delegates and visitors present. Minutes of the general sessions; reports of the Secretary-Treasurer, the Executive Committee, the Commission on Institutions of Higher Education, the Commission on Secondary Schools, and the Committee on Deans' Reports. Papers and Addresses: "The Delaware Plan for Undergraduate Foreign Study," President Walter Hulliben, University of Delaware; "Recent Enterprises of the United States Bureau of Education," John J. Tigert, U. S. Commissioner of Education; "The Mental Test—a Critical Discussion," Dr. Lucy Shepard Crawford, Sweet Briar College; "The Use of Intelligence Tests for the Selection of College Students," Dr. Agnes L. Rogers, Smith College. Reports of the Committee on Athletics, the Committee on Teacher Training Institutions, and the fraternal delegate to the North Central Association, Dean C. A. Ives, Louisiana State University.

Proceedings of the Twenty-ninth Annual Meeting, Memphis, Tennessee, December 2-5, 1924. Membership rolls, officers for 1924-25, delegates and visitors present. Minutes of the general sessions; reports of the Secretary-Treasurer, the Executive Committee, the Commission on Institutions of Higher Education, the Commission on Secondary Schools, the Committee on Deans' Reports, and of the Committee on Athletics. Papers and Addresses: Presidential Address, "An Ancient Educational Ideal," Dean L. T. Baker, University of South Carolina; "Extension Service of Southern Colleges," Professor B. L. Parkinson, University of South Carolina; "Ancient Athletics—Their Use and Abuse," Professor A. L. Bondurant, University of Mississippi.

Proceedings of the Thirtieth Annual Meeting, Charleston, South Carolina, December 1-4, 1925. Membership rolls, officers for 1925-26, delegates and visitors present. Minutes of the general sessions; reports of the Secretary-Treasurer, the Executive Committee, the Commission on Institutions of Higher Education, the Commission on Secondary Schools, the Committee on Deans' Reports, and the Committee on College Entrance Requirements. Papers and

Addresses: Presidential Address, "Southern Association Problems," Professor W. D. Hooper, University of Georgia; "Intercollegiate Athletics," Professor S. V. Sanford, University of Georgia; "Some Conceptions of the College Curriculum," Dr. Walton C. John, U. S. Bureau of Education, Washington; "The Establishment of a Classification for Normal Schools and Teachers Colleges," Professor V. L. Roy, Louisiana State Normal College; "Professional Training for Teachers in Secondary Schools," Superintendent H. M. Ivy, Meridian, Mississippi; "Standards of the Association of American Junior Colleges," President James P. Craft, Averett College.

Proceedings of the Thirty-first Annual Meeting, Jackson, Mississippi, December 1-3, 1926. Officers for 1926-27, membership rolls, delegates and visitors present. Minutes of the general session; reports of the Secretary-Treasurer; the Executive Committee; the Commission on Institutions of Higher Education; the Commission on Secondary Schools; the Committee on Nominations; the Auditing Committee; and the Committee on Resolutions. Papers and Addresses: Presidential Address, Dean N. W. Walker, University of North Carolina; Address of Fraternal Delegate from North Central Association, President E. C. Elliott, Purdue University; "The Growing Importance of the Library," Librarian L. R. Wilson, University of North Carolina; "The Outlook for the Higher Education of Women in the South," President Meta Glass, Sweet Briar College; Report of Fraternal Delegate to the North Central Association, Dean C. H. Barnwell, University of Alabama; "Graduate Work in the Southern States," Dr. Shelton Phelps, George Peabody College for Teachers; "Graduate Work: Opportunities and Standards," President H. W. Chase, University of North Carolina; "Graduate Work: Approved Procedure," Dean H. W. Harper, University of Texas; "Graduate Work in the South: Needs and Prospects," Professor Edwin Greenlaw, Johns Hopkins University; Address, President J. A. C. Chandler, College of William and Mary.

Proceedings of the Thirty-second Annual Meeting, Jacksonville, Florida, November 29-December 2, 1927. Officers for 1927-28, roll of members, delegates and visitors. Minutes of the general sessions; reports of the Secretary-Treasurer; the Executive Committee; the Committee on College Entrance Requirements; the Commission on Secondary Schools; the Nominating Committee; the Committee on Resolutions; the Commission on Institutions of Higher Education; the Committee on Junior Colleges; and the Auditing Committee. Papers and Addresses: Presidential Address: Dean Theodore H. Jack, Emory University; "Present Day Problems of the College," Professor Leon Richardson, Dartmouth College; "The College and the Individual," D. A. Robertson, American Council on Education; "Greetings from the Carnegie Corporation," R. M. Lester, Assistant to the President; Address by Fraternal Delegate of the North Central Association, Secretary J. B. Edmonson; "The Place of the Dean in the Administrative Organization of the College," Dean C. E. Friley, Texas A. & M. College; "The Place of the Registrar in the Organization of the College," Registrar J. G. Stipe, Emory University; "Financial Standards for Accrediting Colleges," F. W. Reeves, University of Kentucky.

--- AFFILIATIONS OF THE ASSOCIATION

The Association of Colleges and Secondary Schools of the Southern States has been a member of the National Conference Committee on Standards of Colleges and Secondary Schools from the inception of the latter. The Association is also a member of the National Conference on Uniform Entrance Requirements in English and of the American Council on Education.

OFFICERS AND PLACES OF MEETING OF THE ASSOCIATION FROM
ITS ORGANIZATION

1895-96, Nashville, Tennessee

President—George T. Winston, University of North Carolina.*Vice-President*—S. T. Moreland, Washington and Lee University; T. W. Palmer, University of Alabama.*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.*Executive Committee* (in addition to President and Secretary *ex officio*)—J. H. Dillard, Tulane University; W. P. Trent, University of the South; R. B. Fulton, University of Mississippi.

1896-97, Knoxville, Tennessee

President—R. B. Fulton, University of Mississippi.*Vice Presidents*—Addison Hogue, Washington and Lee University; E. A. Alderman, University of North Carolina.*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.*Executive Committee* (in addition to President and Secretary *ex officio*)—B. L. Wiggins, University of the South; John M. Webb, Webb School; B. W. Bond, Randolph-Macon Academy.

1897-98, Athens, Georgia

President—B. L. Wiggins, University of the South.*Vice Presidents*—John M. Webb, Webb School; James K. Powers, University of Alabama.*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.*Executive Committee* (in addition to President and Secretary *ex officio*)—R. B. Fulton, University of Mississippi; Addison Hogue, Washington and Lee University; H. C. Weber, Nashville, Tennessee.

1898-99, Columbia, South Carolina

President—Charles W. Dabney, University of Tennessee.*Vice Presidents*—I. H. Saunders, Danville Military Institute; W. W. Smith, Randolph-Macon College.*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.*Executive Committee* (in addition to President and Secretary *ex officio*)—R. B. Fulton, University of Mississippi; John M. Webb, Webb School; James K. Powers, University of Alabama.

1899-1900, Charlottesville, Virginia

President—John M. Webb, Webb School.*Vice Presidents*—Edwin Mims, Trinity College; I. H. Saunders, Danville Military Institute.*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.*Executive Committee* (in addition to President and Secretary *ex officio*)—R. B. Fulton, University of Mississippi; C. B. Wallace, University School, Nashville; James K. Powers, University of Alabama.

1900-01, Sewanee, Tennessee

President—James K. Powers, University of Alabama.*Vice President*—Harrison Randolph, Charleston College.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.
Executive Committee (in addition to President and Secretary *ex officio*)—
R. B. Fulton, University of Mississippi; F. P. Venable, University of North
Carolina; W. D. Mooney, The Mooney School.

1901-02, Oxford, Mississippi

President—Edwin Mims, Trinity College.
Vice Presidents—Cooper D. Schmitt, University of Tennessee; H. D. Campbell, Washington and Lee University.
Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.
Executive Committee (in addition to President and Secretary *ex officio*)—
F. P. Venable, University of North Carolina; J. B. Henneman, University of
the South; J. M. Webb, Webb School.

1902-03, Durham, North Carolina

President—R. H. Jesse, University of Missouri.
Vice Presidents—P. H. Saunders, University of Mississippi; C. B. Wallace,
University School, Nashville.
Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.
Executive Committee (in addition to President and Secretary *ex officio*)—
F. P. Venable, University of North Carolina; B. L. Wiggins, University of
the South; J. M. Webb, Webb School.

1903-04, New Orleans, Louisiana

President—George H. Denny, Washington and Lee University.
Vice Presidents—William R. Prather, University of Texas; J. H. Dillard,
Tulane University.
Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.
Executive Committee (in addition to President and Secretary *ex officio*)—
John M. Webb, Webb School; H. B. Arbuckle, Agnes Scott Institute; Harri-
son Randolph, Charleston College.

1904-05, Nashville, Tennessee

President—Brown Ayres, University of Tennessee.
Vice Presidents—E. A. Alderman, University of Virginia; Julius T. Wright,
University School, Mobile.
Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.
Executive Committee (in addition to President and Secretary *ex officio*)—
John M. Webb, Webb School; Edwin Mims, Trinity College; John F. Goucher,
Baltimore Woman's College.

1905-06, Knoxville, Tennessee

President—D. F. Houston, University of Texas.
Vice Presidents—Julius T. Wright, University School, Mobile; D. B. Purinton,
University of West Virginia.
Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.
Executive Committee (in addition to President and Secretary *ex officio*)—
John F. Goucher, Baltimore Woman's College; Edwin Mims, Trinity College;
J. A. Robbins, McTyeire School, McKenzie, Tennessee.

1906-07, Birmingham, Alabama

President—C. B. Wallace, University School, Nashville, Tennessee.

Vice Presidents—W. M. Thornton, University of Virginia; F. H. Gaines, Agnes Scott College.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—J. A. Robbins, McTyeire Institute, McKenzie, Tenn.; Edwin Mims, Trinity College; A. Ross Hill, University of Missouri; John B. Henneman, University of the South; Alfred Hume, University of Mississippi.

1907-08, Chattanooga, Tennessee

President—J. H. Dillard, Tulane University.

Vice Presidents—J. M. Starke, University School, Montgomery; Harrison Randolph, College of Charleston.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—B. R. Payne, University of Virginia; C. B. Wallace, University School, Nashville; Edwin Mims, Trinity College; John Bell Henneman, University of the South; Alfred Hume, University of Mississippi.

1908-09, Charlottesville, Virginia

President—F. P. Venable, University of North Carolina.

Vice Presidents—G. Holman Gardner, Donald Frazier High School, Decatur, Ga.; Leonard A. Blue, Girls' Latin School, Baltimore.

Secretary and Treasurer—Frederick W. Moore, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—Bruce R. Payne, University of Virginia; Clarence B. Wallace, University School, Nashville; James H. Kirkland, Vanderbilt University; Alfred Hume, University of Mississippi; E. C. Brooks, Trinity College.

1909-10, Athens, Georgia

President—R. E. Blackwell, Randolph-Macon College.

Vice Presidents—J. D. M. Armistead, Agnes Scott College; Julius T. Wright, University School, Mobile.

Secretary and Treasurer—Frederick W. Moore, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—Bruce R. Payne, University of Virginia; Clarence B. Wallace, University School, Nashville; James H. Kirkland, Vanderbilt University; Alfred Hume, University of Mississippi; E. C. Brooks, Trinity College.

1910-11, Tuscaloosa, Alabama

President—C. H. Barnwell, University of Alabama.

Vice Presidents—John Morris, University of Georgia; J. D. Blanton, Ward Seminary, Nashville.

Secretary and Treasurer—Frederick W. Moore, Vanderbilt University.

Acting Secretary—B. E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—Bruce R. Payne, University of Virginia; C. B. Wallace, University School, Nashville; J. H. Kirkland, Vanderbilt University; E. C. Brooks, Trinity College; Walter Miller, Tulane University.

1911-12, Spartanburg, South Carolina

President—J. H. Kirkland, Vanderbilt University.

Vice Presidents—John B. Van Meter, Goucher College; Julius Tutwiler Wright, University School, Mobile.

Secretary—B. E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—E. C. Brooks, Trinity College; Walter Miller, University of Missouri; C. H. Barnwell, University of Alabama; John I. Armstrong, Agnes Scott College; J. Carter Walker, Woodberry Forest School, Orange, Va.

1912-13, Knoxville, Tennessee

President—J. L. Henderson, University of Texas.

Vice Presidents—T. S. Baker, Jacob Tome Institute; W. D. Hooper, University of Georgia.

Secretary-Treasurer—Bert E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—J. H. Kirkland, Vanderbilt University; E. C. Brooks, Trinity College; C. H. Barnwell, University of Alabama; J. I. Armstrong, Agnes Scott College; J. Carter Walker, Woodberry Forest College, Woodberry Forest, Va.

1913-14, Charlottesville, Virginia

President—J. Carter Walker, Woodberry Forest School, Woodberry Forest, Virginia.

Vice Presidents—Thomas E. Hodges, University of West Virginia; Col. J. C. Woodward, Georgia Military Academy, College Park, Ga.

Secretary-Treasurer—Bert E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—J. H. Kirkland, Vanderbilt University; C. H. Barnwell, University of Alabama; J. L. Henderson, University of Texas; Miss Ella Young, Queens College; C. G. Maphis, University of Virginia.

1914-15, Nashville, Tennessee

President—D. C. Barrow, University of Georgia.

Vice Presidents—W. H. Davis, Danville School, Danville, Virginia; A. A. Murphree, University of Florida.

Secretary-Treasurer—Bert E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*)—J. L. Henderson, University of Texas; Miss Ella Young, Queens College; C. G. Maphis, University of Virginia; E. A. Bechtel, Tulane University; J. C. Walker, Woodberry Forest School.

1915-16, Durham, North Carolina

President—Bert E. Young, Vanderbilt University.

Vice Presidents—Julius T. Wright, University School, Mobile; A. L. Bondurant, University of Mississippi.

Secretary-Treasurer—Walter Hullihen, University of the South.

Executive Committee (in addition to President and Secretary *ex officio*)—J. L. Henderson, University of Texas; C. G. Maphis, University of Virginia; E. A. Bechtel, Tulane University; J. Carter Walker, Woodberry Forest School, Woodberry Forest, Virginia; Miss Elizabeth A. Colton, Raleigh, North Carolina.

1916-17, Atlanta, Georgia

President—William A. Webb, Randolph-Macon Woman's College.

Vice Presidents—Miss Elizabeth A. Colton, Raleigh, North Carolina; M. E. Melvin, Jackson, Miss.

Secretary-Treasurer—Walter Hullihen, University of the South.

Executive Committee (in addition to President and Secretary *ex officio*)—J. L. Henderson, University of Texas; C. G. Maphis, University of Virginia; E. A. Bechtel, Tulane University; Bert E. Young, Vanderbilt University; F. H. Gaines, Agnes Scott College.

1917-1918

On account of the peculiar difficulties of our colleges in the fall of 1918, as a result of the Student's Army Training Corps and the epidemic of influenza, it seemed best to the Executive Committee to postpone the regular meetings of our Association until the fall of 1919. A meeting of the Executive Committee, however, was held at Nashville, Tennessee, on January 9-10, 1919.

1918-19, Louisville, Kentucky

President—C. G. Maphis, University of Virginia.

Vice Presidents—E. D. Pusey, Durham, North Carolina; L. L. Friend, West Virginia University.

Secretary-Treasurer—E. A. Bechtel, Tulane University.

Executive Committee (in addition to President and Secretary *ex officio*)—W. A. Webb, Randolph-Macon Woman's College; S. M. Barton, University of the South; T. S. Baker, Tome School; J. H. Kirkland, Vanderbilt University; F. H. Gaines, Agnes Scott College.

1919-20, Chattanooga, Tennessee

President—Julius T. Wright, University School, Mobile, Alabama.

Vice Presidents—J. L. Patterson, University of Louisville; F. B. Trotter, University of West Virginia.

Secretary-Treasurer—E. A. Bechtel, Tulane University.

Executive Committee (in addition to President and Secretary *ex officio*)—S. M. Barton, University of the South; J. H. Kirkland, Vanderbilt University; F. H. Gaines, Agnes Scott College; E. D. Pusey, Durham, North Carolina; W. D. Hooper, University of Georgia.

1920-21, Birmingham, Alabama

President—J. H. Kirkland, Vanderbilt University.

Vice Presidents—J. S. Stewart, University of Georgia; F. F. Hooper, University of Chattanooga.

Secretary-Treasurer—E. A. Bechtel, Tulane University.

Executive Committee (in addition to President and Secretary *ex officio*)—F. H. Gaines, Agnes Scott College; E. D. Pusey, Durham, North Carolina; W. D. Hooper, University of Georgia; W. W. Guth, Goucher College; J. T. Wright, Mobile, Alabama.

1921-22, New Orleans, Louisiana

President—A. B. Dinwiddie, Tulane University.

Vice Presidents—A. L. Bondurant, University of Mississippi; C. B. Glenn, Birmingham, Alabama.

Secretary-Treasurer—E. D. Pusey, Durham, North Carolina.

Executive Committee (in addition to President and Secretary *ex officio*)—W. D. Hooper, University of Georgia; W. W. Guth, Goucher College; J. T. Wright, University Military School, Mobile; J. H. Kirkland, Vanderbilt University; L. T. Baker, University of South Carolina.

1922-23, Richmond, Virginia

President—S. J. McCallie, McCallie School, Chattanooga, Tennessee.

Vice Presidents—Miss Emilie W. McVea, Sweet Briar College; C. C. Henson, Isidore Newman Manual Training School.

Secretary-Treasurer—E. D. Pusey, Durham, North Carolina.

Executive Committee (in addition to President and Secretary *ex officio*)—W. D. Hooper, University of Georgia; W. W. Guth, Goucher College; J. H. Kirkland, Vanderbilt University; L. T. Baker, University of South Carolina; A. B. Dinwiddie, Tulane University.

1923-24, Memphis, Tennessee

President—L. T. Baker, University of South Carolina.

Vice Presidents—W. L. Prince, University of Richmond; Miss Jessie Muse, Girls' High School, Atlanta.

Secretary-Treasurer—Theodore H. Jack, Emory University.

Executive Committee (in addition to President and Secretary *ex officio*)—W. W. Guth, Goucher College; J. H. Kirkland, Vanderbilt University; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School; H. W. Chase, University of North Carolina.

1924-25, Charleston, South Carolina

President—W. D. Hooper, University of Georgia.

Vice Presidents—R. L. Jones, Memphis, Tennessee; C. A. Ives, Louisiana State University.

Secretary-Treasurer—Theodore H. Jack, Emory University.

Executive Committee (in addition to President and Secretary *ex officio*)—J. H. Kirkland, Vanderbilt University; W. W. Guth, Goucher College; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School; L. T. Baker, University of South Carolina.

1925-26, Jackson, Mississippi

President—N. W. Walker, University of North Carolina.

Vice Presidents—E. J. Matthews, University of Texas; M. L. Brittain, Georgia School of Technology.

Secretary-Treasurer—Theodore H. Jack, Emory University.

Executive Committee (in addition to President and Secretary *ex officio*)—J. H. Kirkland, Vanderbilt University; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School; L. T. Baker, University of South Carolina; A. A. Murphree, University of Florida.

1926-27, Jacksonville, Florida

President—Theodore H. Jack, Emory University.

Vice Presidents—C. A. Graeser, College of Charleston; D. M. Nelson, Mississippi College.

Secretary-Treasurer—Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*)—J. H. Kirkland, Vanderbilt University; A. B. Dinwiddie, Tulane University;

S. J. McCallie, McCallie School; A. A. Murphree, University of Florida; H. D. Campbell, Washington and Lee University.

1927-28, Fort Worth, Texas

President—H. M. Ivy, Meridian Public Schools.

Vice Presidents—Joseph Roemer, University of Florida; Sue Powers, Shelby County Schools, Memphis, Tennessee.

Secretary-Treasurer—Guy E. Snavely, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*)—J. H. Kirkland, Vanderbilt University; S. J. McCallie, The McCallie School; A. A. Murphree, University of Florida; H. D. Campbell, Washington and Lee University; Theodore H. Jack, Emory University.

The Thirty-fourth Annual Meeting of the Association will be held in Lexington, Kentucky, December 5-6, 1929. The Commission on Institutions of Higher Education and the Commission on Secondary Schools will meet at the same place, December 2-4, 1929.

PART II.

Minutes of the Thirty-Third Annual Meeting

Fort Worth, Texas

December 6-7, 1928

The Commission on Institutions of Higher Education and the Commission on Secondary Schools held meetings, preliminary to the regular sessions of the Association, on Tuesday and Wednesday, December 4 and 5, in the Texas Hotel, Fort Worth, Texas. The reports of these two Commissions will be found in Parts III and IV of these Proceedings.

THURSDAY, DECEMBER 6, 1928

MORNING SESSION, 9 A. M.

The thirty-third annual session of the Association of Colleges and Secondary Schools of the Southern States was called to order by the President of the Association, Dr. H. M. Ivy, Superintendent of the Meridian Public Schools, in the Crystal Ball Room of the Texas Hotel. President H. E. Stout, of Texas Woman's College, pronounced the invocation. President H. Y. Benedict, of the University of Texas, welcomed the delegates in a most eloquent and happy manner. Cordial response was made by Dr. W. R. Smithey, of the University of Virginia.

Dean Colby D. Hall, of Texas Christian University, made a brief announcement of the local entertainment features.

On motion, the roll call was dispensed with when the Secretary announced that more than enough delegates had registered to complete a quorum. On motion, also, the minutes of the last annual meeting were accepted as printed in the Proceedings, and the reading dispensed with. The report of the Secretary-Treasurer for the year 1927-28 was then offered.

REPORT OF THE SECRETARY-TREASURER FOR THE YEAR 1927-28

The minutes of the thirty-second annual meeting of the Association, held in Jacksonville, Florida, November 29-December 2, 1927, have been printed in the Proceedings for 1927-28, copies of which have been distributed to all members of the Association.

RECEIPTS

Balance on hand, November 30, 1927.....	\$ 2,081.55	
Dues, Institutions of Higher Education.....	6,450.00	
Dues and Fees, Secondary Schools.....	9,300.00	
Dues, Individual Members.....	39.00	
Sale of Proceedings.....	134.00	
Inspection Fees, Higher Commission.....	1,600.00	
Interest on Savings Account.....	341.33	
Total Receipts	\$19,945.88	\$19,945.88

EXPENDITURES

Jacksonville Meeting, 1927.....	4.00	
Fort Worth Meeting, 1928.....	117.84	
Membership, Council American Education.....	100.00	
Membership, National Conference Uniform English Re- quirements	10.00	
Commission on Institutions of Higher Education.....	281.94	
Inspection of Higher Institutions.....	547.51	
Commission on Secondary Schools.....	6,143.13	
President's Office	18.00	
Secretary's Office	1,035.88	
Proceedings	3,024.81	
Commission on College Entrance Requirements.....	612.71	
Fraternal Delegate to North Central Association.....	125.00	
Delegate, American Council on Education.....	59.00	
Total Expenditures	\$12,079.82	\$12,079.82
Balance on hand, November 30, 1928.....		\$ 7,866.06

The cash book, showing in detail all items of receipts and expenditures, the bank book and bank statements, showing deposits and balance on hand, the vouchers for expenditures and the cancelled checks, and the check book are herewith presented; and the Treasurer asks that a committee be appointed to audit the accounts for the year 1927-28.

Respectfully submitted,

GUY E. SNAVELY, Secretary-Treasurer.

APPOINTMENT OF COMMITTEES

The chair appointed the following committees:

Auditing Committee

President H. G. Noffsinger, Virginia Inter mont College
 Professor Harry Clark, Furman University
 Supervisor E. A. Pound, Atlanta, Georgia
 Principal R. H. Watkins, Laurel, Mississippi
 Father Jerome, St. Leo Academy, St. Leo, Florida.

Committee on Resolutions

Dean C. A. Ives, Louisiana State University
 President M. P. Shawkey, Marshall College
 Principal Jessie Muse, Girls' High School of Atlanta
 Principal J. C. Harwood, John Marshall High School of Richmond
 President John W. Brister, West Tennessee State Teachers College

Committee on Nominations

Director W. L. Spencer, Secondary Education, Alabama State Department of Education
 Professor H. L. Garrett, Louisiana State University
 Dean R. P. Jarrett, West Texas State Teachers College
 President W. P. Few, Duke University
 President J. W. Provine, Mississippi College.

REPORT OF EXECUTIVE COMMITTEE

1. Secretary-Treasurer Snavelly reported, on recommendation of the Commission on Institutions of Higher Education, that the Executive Committee nominated for membership the following colleges:

a. Four Year Colleges

Woman's College of Alabama, Montgomery, Alabama
 Catawba College, Salisbury, North Carolina
 North Carolina State College of Agriculture and Engineering, Raleigh, North Carolina
 Texas Technological College, Lubbock, Texas.

b. Teacher Training Colleges

Georgia State Teachers College, Athens, Georgia
 East Radford State Teachers College, East Radford, Virginia
 South Texas State Teachers College, Kingsville, Texas
 Murray State Teachers College, Murray, Kentucky
 Eastern Kentucky State Teachers College, Richmond, Kentucky.

c. Junior Colleges

Averett College, Danville, Virginia
 Hiwassee College, Madisonville, Tennessee
 Bethel Woman's College, Hopkinsville, Kentucky.

2. Further Recommendations of the Executive Committee:

- (1) Election as individual member of B. L. Parkinson, Alabama State Department of Education.
- (2) That recognition and accreditation of two-year normal schools be referred to the Committee on Teacher Training Institutions, a permanent subcommittee of the Higher Commission, to make investigation and report back to the Executive Committee in 1929.
- (3) That Chancellor Kirkland, who organized the Southern Association, and who has served it so loyally and faithfully since its organization, be elected President Emeritus of this Association, and be made *ex officio* member of any committee of the Association on which he may care to serve.
- (4) That the Southern Association join with other similar standardizing agencies in a 1930 study of member secondary schools; that Dr. Joseph Roemer be appointed to meet with representatives similarly selected by other regional associations; and that Dr. W. R. Smithey continue to represent the

Southern Association on the National Committee on Research in Secondary Education.

(5) That the Southern Association give approval to the request of the North Central Association that congressional appropriation be made for a nation wide study of colleges and secondary schools, in order that standards of approval of institutions may be put on a sound and scientifically defensible basis.

(6) That, on recommendation of the Commission on Secondary Schools, one hundred and thirteen secondary schools be approved for membership in the Association. (This list will be found in the report of the Commission on Secondary Schools in Part IV).

That sixteen secondary schools, which failed to meet the accrediting requirements, be dropped from membership, leaving a present total of 1026.

(7) That the following are nominated for membership in the Commission on Secondary Schools, to take the place of committee members whose terms of office have expired:

CLASS OF 1931

E. L. Robinson, Director of High Schools, Tampa, Florida
 G. C. White, Dean, Emory University, Georgia
 J. A. Lyon, Newcomb College, Tulane University, New Orleans, Louisiana
 J. R. Lin, Professor, Millsaps College, Jackson, Mississippi
 R. H. Coleman, Professor, College of Charleston, Charleston, South Carolina
 S. J. McCallie, Headmaster, The McCallie School, Chattanooga, Tennessee
 R. E. Blackwell, President, Randolph-Macon College, Ashland, Virginia
 W. L. Spencer, State Supervisor of Secondary Education, Montgomery, Alabama
 M. R. Hinson, State High School Inspector, Tallahassee, Florida
 E. A. Pound, State High School Supervisor, Atlanta, Georgia.
 Mark Godman, State Supervisor of High Schools, Lexington, Kentucky
 C. F. Trudeau, State High School Inspector, Baton Rouge, Louisiana
 R. L. Paschal, Principal, Central High School, Fort Worth, Texas
 W. P. Tiller, Principal, Morgan County High School, Hartselle, Alabama
 Holland Holton, Professor, Duke University, Durham, North Carolina.

CLASS OF 1929

Gladstone Yeuell, Professor of Secondary Education, University of Alabama, (Vice Leo H. King, resigned).

R. W. Tinsley, Professor, Southwestern University, Georgetown, Texas, (Vice S. P. Brooks, resigned).

On motion, the foregoing recommendations of the Executive Committee were adopted by the Association.

SPECIAL COMMITTEE REPORTS

Committee on HIGH SCHOOL ENGLISH CONTENT: The report of the work of this committee was made by the chairman, Dr. C. S. Pendleton, Professor of English, Peabody College, who requested that the committee be continued in order to complete its work. The personnel of the committee is as follows:

Dr. C. S. Pendleton, Peabody College, Nashville, Tennessee
 Miss Mary Loomis Smith, Meredith College, North Carolina
 Superintendent W. H. Hand, Columbia, South Carolina (Deceased)
 Dr. E. L. Robinson, Director of High Schools, Tampa, Florida
 Miss Mildred Juniger, Forest Avenue School, Dallas, Texas.

On motion of President W. P. Few, Duke University, the report was received, filed, and the committee continued.

On motion of Superintendent C. A. Brown, Birmingham, permission was given to publish the report in the Proceedings. See Part V.

COMMITTEE ON COMPREHENSIVE EXAMINATIONS

The personnel of this committee is as follows:

Professor M. R. Trabue, University of North Carolina
Principal R. L. Paschal, Central High School, Fort Worth
Professor W. R. Smithey, University of Virginia
President R. P. Pell, Converse College
Supervisor Omer Carmichael, Tampa, Florida.

The chairman of the committee, Dr. Trabue, was unable to be present. In his absence, the report he had prepared was read by Principal R. L. Paschal, who prefaced his reading with the statement that his views were at times contrary to those of Dr. Trabue.

Dr. Holland Holton, of Duke University, moved that the report be admitted and filed, and a new committee to report at the next annual meeting appointed to investigate the use and possibilities of comprehensive content examinations in admitting students to college, or in classifying them after admission, the new committee to be composed of the old members, if it is so desired. The motion was passed.

Dr. Trabue's report is published in Part V.

ADDRESS

"The Relation of Junior Colleges to the Present System of Higher Education," was the subject of an inspiring address by President G. F. Zook, of the University of Akron. This address is found in Part V of the Proceedings.

The Association adjourned to meet at 2:30 p. m.

THURSDAY, DECEMBER 6, 1928.

AFTERNOON SESSION

REPORT OF THE COMMISSION ON SECONDARY SCHOOLS

The afternoon session was called to order by President Ivy. Chairman J. A. Stoddard, of the University of South Carolina, gave a general report of the work of the Commission. He stated that the work of the Commission on Secondary Schools was carried out, as announced in the program.

1. Heretofore, the Commission on Secondary Schools has begun its work of reviewing reports from accredited schools by appointing, at the beginning of the regular Tuesday morning program, several reviewing committees, one committee to examine the schools of each state. At the 1928 meeting, a re-organized plan for reviewing reports was adopted by the Commission. Under

this plan, a Central Committee of eleven members, one from each State, will assemble on Monday morning at the place of the annual meeting of the Association, will investigate the reports of schools and report to the Commission, not later than Wednesday noon, thus making it possible for a more uniform application of standards to be made for all schools.

2. A special committee was appointed to study the standards of the Commission and to make a report at the next annual meeting, at which time proposed changes, if any, will be submitted to the executive committee.

3. Due to the increased membership of the Commission, by the addition of a private school man to each state committee, the Commission this year is composed of fifty-five members. The several standing committees of the Commission have been enlarged to give the new members working places on these committees. A list of these committees may be found in the Minutes of the Commission.

4. For the benefit of new members, a brief period of the program was taken up in interpreting the standards of the Commission.

5. The report of the Secretary contains a detailed statement of the number of schools accredited.

6. The question of enlarging the scope of the work of the Commission, to include types of schools and to embrace territory not heretofore in our category was discussed and referred to the executive committee.

7. The Commission extended the courtesy of the floor to four visitors, namely, President W. I. Early, of the North Central Association; President George F. Zook, of Akron University; Dr. W. M. Proctor, of Leland Stanford Junior University, and Mr. C. A. Jessen, Specialist in Secondary Education of the United States Bureau of Education. Each visitor spoke briefly to the Commission.

8. Mr. Ligon, of Kentucky, presented an additional installment of his study on the Specialization of Teachers. His full report occurs elsewhere in the proceedings.

9. Mr. W. L. Spencer, of Alabama, presented the annual report of the Committee on the study of the Junior High School. This is a study which the Commission is making annually of the Junior High School situation in the Southern Association territory. The full report occurs elsewhere in the proceedings.

10. Mr. S. J. McCallie, of the committee on Military Training, made a report on Military Training in High Schools. The Committee was instructed to study the advisability of substituting C. M. T. C. work for the regular R. O. T. C. work, which the Commission now accredits, to the extent of one unit. A full report of this Committee occurs elsewhere in the proceedings.

11. Dr. W. R. Smithey reported for the Standing Committee of the Commission for the cooperation of the Commission with the National Committee on Research on Secondary Education. His report is found elsewhere in the proceedings.

12. There is some feeling on the part of many members of the Commission that the Library Standards adopted a year ago should be studied with a view to some modification before they are put into operation two years hence. For the purpose of educating the constituency of the Association to the importance of this new standard, the Commission instructed the Committee on Library Standards to print and distribute to each school accredited by the Association copies of the standard. The committee which reported a year ago on Library Standards was reappointed for the purpose of furthering this study. The Library Standards of the Commission are printed elsewhere in the report of the Secretary.

13. A year ago a problem of standardizing two years of the Junior Colleges which had a two-year High School Department connected with them arose. A committee from the Commission on Secondary Schools was appointed to collaborate with a like committee from the Commission on Higher

Institutions for the purpose of working out some adjustment of this matter. This joint committee made a tentative report through its Chairman, S. B. Hall, to the Commission and requested further time within which to complete their task. The tentative report is found elsewhere in the proceedings.

SECRETARY'S REPORT OF PROCEEDINGS OF COMMISSION

Dr. Joseph Roemer, Secretary of the Secondary Commission, reported briefly on the proceedings of the Commission for the past year. He gave his budget for 1928-29, and moved its approval by the Association. The approval was given.

DIGEST OF REPORT ON COLLEGE FRESHMAN GRADES

The condensed report on Freshman Grades, made by Dr. Roemer, will be found in Part IV of the Proceedings.

At the conclusion of his report, Dr. Roemer moved that the officers of the Secondary Commission for 1928-29 be

E. J. Mathews, Chairman
J. A. Stoddard, Vice-Chairman
Jos. Roemer, Secretary.

The motion was passed.

Dr. Roemer then moved that the new Committee on Grading be increased from five to seven, the membership to be as follows:

E. L. Gillis, Chairman; Jos. Roemer, R. Paschal, H. L. Donovan, K. J. Hoke, Shelton Phelps, O. C. Carmichael

The motion carried.

REPORT ON COLLEGE MARKING SYSTEMS

Registrar E. L. Gillis, University of Kentucky, gave the committee report on College Marking Systems, which is to be found in Part V of the Proceedings.

At the conclusion of this report, President Carmichael, of Alabama College, introduced the following resolution:

"Whereas the effectiveness of the study proposed by the Committee on the College Marking System will depend entirely upon the cooperation of all the colleges in this Association, and

"Whereas, a more scientific marking system is of evident importance to every department in all the colleges

"Therefore, be it resolved that this Association urge all member colleges to have at least one instructor in each department to assist the committee in this study."

The resolution was approved by the Association.

THURSDAY, DECEMBER 6, 1928

Evening Session

The Association convened at 7 p. m. in the Crystal Ball Room of the Texas Hotel, when the officers of the Association, the members of the Commissions, and the official delegates from each member institution were the guests of those sponsoring the banquet, namely, Texas Christian University, The Fort Worth Public Schools, and Texas Woman's College, with the generous financial assistance of The Star Engraving Company and The Fort Worth Association of Commerce. A delightful musical program was rendered by the Fort Worth High Schools Orchestra during a sociable period from seven to seven-thirty.

During the serving of the courses, the seven epochs of Texas History in musical symbolism and costume were most charmingly rendered by students from the several local schools.

At the conclusion of this highly enjoyable entertainment and dinner, President Ivy opened the evening business session.

Dr. E. F. Buchner, Johns Hopkins University, who was co-delegate with President Guy E. Snively, Birmingham-Southern College, to the annual meeting of the American Council on Education, reported briefly on the meeting.

Dean Theodore H. Jack, Emory University, fraternal delegate to the North Central Association, made his report of their meeting. This report is published in Part V.

Principal W. I. Early, President of the North Central Association, brought greetings as fraternal delegate from this Association. His remarks are published in Part V.

The evening session was concluded with the presidential address of Dr. Ivy. This address is published in Part V.

FRIDAY, DECEMBER 7, 1928

9 a. m.

The Association reconvened promptly at 9 o'clock, with President Ivy in the chair.

REPORT OF THE COMMISSION ON INSTITUTIONS OF
HIGHER EDUCATION

"It is the sad duty of this Commission to report the death during the year, of two of its most respected and beloved members, President A. A. Murphree, of the University of Florida, and Superintendent W. H. Hand, of Columbia, South Carolina.

"Since its first meeting, on December 3rd, the Commission as a whole, or its committees, or its Executive Council, have been in almost continuous session. The Chairman desires to express his appreciation and admiration for the unselfish and arduous labors of the members of the Commission, and the services

of those who have undertaken the difficult task of making the inspections required by the Association through its Commission. The amount of time and energy so expended is not appreciated by those who are not intimately acquainted with the work; and it could not be purchased for money. The future historian will pay a deserved tribute to those whom we, perhaps, do not value so highly as they merit, because they have done this work so cheerfully that we have taken it as a matter of course.

"It has, for some time, been felt that the system of Committees which has been in vogue since the establishment of the Commission has not operated with impartiality and success. It has, therefore, been decided to erect permanent Committees, the personnel of which will be changed; but never so much as to prevent consistency of attitude. The following Committees have been organized:

On New Members

(a) Four-Year Colleges

(b) Teacher Training Institutions

On Junior Colleges

On Four-Year Non-Member Colleges

On Reports from Member Institutions

On Standards: the last containing representatives of the other Committees.

"All reports will be made to the Chairman or Secretary, who will refer them immediately to the Committee concerned.

"It seems desirable to explain that the work of this Commission is necessarily confidential. The fact that an institution has applied for recognition, that this recognition has not been granted, may easily be prejudicial to the standing of such institution. The Commission therefore makes public only those institutions to which recognition has been accorded. All others are informed by private letter on what grounds recognition has been withheld. It has come to the knowledge of the Commission that in some cases entirely erroneous statements have been made by persons ignorant of the facts in the case; and it should be clearly understood that the only authentic information on such subjects is that contained in an official communication to the head of the institution concerned.

"It should also be clearly understood that the Standards of the Commission are the result of years of study by competent authorities, and that each is designed to meet a real need. The Standard requiring adequate endowment and support for the institution is, naturally, one of the most difficult to meet, and therefore one which seems to some people unreasonable; and yet the slightest consideration must make plain that it is one of the most fundamental. It is no exaggeration to say that it has undoubtedly added millions of dollars to the endowment of members of the Association, and those who are striving to become members. The Standard requiring adequate preparation on the part of college teachers, and the one requiring reasonable compensation for such teachers, have certainly improved the quality of the teaching.

"For years the chief duty of the Commission was the enforcement of the requirements for entrance to college. While it has not been entirely successful in preventing abuses of this requirement, 'and,' as we reported last year, 'in general the weak colleges have the weak entrance requirements,' we have progressed at least so far that more attention may now be paid to other matters. The Committee on Reports from Member Institutions will therefore examine very carefully into these subjects. It seems unfortunately true that some institutions have been careless in financial matters; that some have become content with recognition by the Association and have not made the proper effort to progress; that in some cases, while standards may have been maintained in the colleges of arts and sciences, no effort has been made to improve the standing of the professional departments; and that we still face the most elusive of

all things, intercollegiate athletics. Stress will also be laid on the general atmosphere of the institution—that thing which makes the distinction between an institution of learning and a factory. The Commission has long possessed its soul in patience, but it is beginning to feel that patience is not only no longer a virtue, but is injurious to the best interests of the Association and of the institutions themselves. A very courteous, but very sharp warning to quite a number of our members has been ordered; and decisive action will undoubtedly be taken if immediate improvement is not made.

"While, as was said above, our Standards are the result of years of study, it is fully realized that conditions change; and so a standing Committee on Standards has been created, to study the standards and report amendments from time to time. And a special Committee has been authorized to study, in cooperation with Committees from our regional Library Associations, the Standard for libraries. This will certainly not be lowered, but we hope it will more nearly reflect college needs.

"The findings of the Commission with regard to individual institutions, with recommendations thereon, have been reported to the proper authorities.

"As the pressure of this large amount of work has prevented general discussion in the meetings of the Commission, it has been voted that the Commission meet three days before the meeting of the Association, and devote one or two sessions to such discussions."

On motion, this report was unanimously adopted by the Association.

SPECIAL COMMITTEES

The chairman of the Committee on Vocational and Avocational Units, Dr. E. D. Pusey, was detained at home because of illness. As only a partial report had been prepared, Principal R. H. Watkins moved that the committee be continued. The motion carried.

No member of the Committee on Articulating College and Senior High School was present. On motion of Mr. Spencer McCallie, the committee was discontinued.

The report of the Committee on Psychological Tests was made by the chairman, Dr. Charles A. Brown. This report is published in Part V. On motion of Dr. Brown, who stated that the report was incomplete, the committee was continued. Discussion followed by Dean Palmer, of the University of Chattanooga; President McCain, of Agnes Scott; and President Snavelly, of Birmingham-Southern College.

The report of the Committee attending the National Conference on Uniform Entrance Requirements in English was made by Dr. Pendleton. This report is to be found in Part V.

The report of the committee of three, Drs. Ivy, Snavelly and Roemer, attending the Joint Meeting of Officials of Various Standardizing Agencies, held in Boston in February, was given by Dr. Roemer. Dr. Roemer stated that plans were discussed for a permanent working organization to get together yearly, the proposal being that in 1930 the five regional associations join in a cooperative study of secondary schools and get information for cooperative purposes. The following standardizing agencies have agreed to take

part in this study: The North Central Association; the Northwest Association; the Association of the Middle States and Maryland. Leland Stanford has formed a tentative organization of Colleges and Secondary Schools of California. If this organization is completed, California will take part in the study. On motion, this proposal was approved by the Association.

REPORT OF STANDING COMMITTEE ON JUNIOR COLLEGES

Acting for Professor W. J. Battle, University of Texas, Chairman of the Committee, its Secretary, President George P. Butler, The Junior College of Augusta, made the following report:

The Standing Committee on Junior Colleges was authorized in 1925, consisting of nine members of The Commission on Institutions of Higher Education, in Classes of three with terms of one year, two years and three years respectively; since 1925, three members have been elected each year for a term of three years. The representative nature of the Committee membership in the past is typified by its composition for 1928-9, four members representing universities and four-year colleges, two members being Presidents of junior colleges, and three being Principals of high schools, each group having representatives from institutions of both types, public and private. Geographically, the nine men represent seven different States. The Committee is therefore broadly representative of the institutions and the interests of the Association.

Since its formation, the Committee has been charged with the duty of studying and promoting the development of junior colleges within the territory of the Association, recommending and enforcing proper standards for membership. A comparison of the present Standards for Junior Colleges of this Association with similar standards elsewhere, will justify the opinion held by your committee that our standards are quite conservative even rigorous in their requirements and that a Junior College which meets and maintains these Standards is worthy of the full confidence of this Association. As further evidence of the carefulness and conservatism of your Committee, the fact is cited that its Information Blank for Junior Colleges which must be filled out in detail by all applicants for admission to membership in the Association, states that their published policies and regulations "must have been in operation for a considerable time before they can be regarded as valid and permanent." As a definite application of this statement, your Committee has adopted the policy that it will not ordinarily recommend a Junior College for membership until it has offered work of college grade for at least four years and has graduated at least two Classes with two full years of college work, each. Thus, time will be given to stabilize its work and to present reports of its students doing satisfactory advance work in higher institutions entered after leaving the Junior College; your Committee regards such evidence as essential.

The development of junior colleges in recent years is noteworthy. In 1922, The U. S. Commissioner of Education listed 91 junior colleges, of which 19 were in Public School Systems; in 1924, The College Blue Book listed 233, of which 38 were in Public School Systems; in 1928, the same authority lists 382 of which 96 are tax supported. Much of this rapid development is taking place within the territory of this Association; your Committee is striving earnestly to advise with the leaders in this movement and to direct their effort as best we can along conservative lines. In some instances, we have advised against the organization of a junior college until the need of it was clearly demonstrated and the adequacy of its support assured.

Four Junior Colleges have been recommended by your Committee to the Commission on Institutions of Higher Education for admission to membership by vote of the Association at this Meeting; there were twenty-seven such institutions applying and eligible now. We trust that the Association approves the conservatism of the Committee in this matter. Your attention is also called to the fact that the same conservatism has characterized the Committee in the past, two junior colleges being recommended in 1925, seven in 1926, four in 1927, making with the four of this year a total of seventeen junior college members of the Association. For them and their students entering higher institutions, we bespeak the consideration and the cooperation of these institutions, especially in the important matter of accepting their junior college work as advanced credit, upon a deserved and equitable basis. Your Committee is studying this problem very carefully. We note with interest the results reported by investigators into the records of students transferred from accredited junior colleges into higher institutions; in general, their records compared very favorably with records of students who had taken their full four years in the higher institutions concerned.

From this standpoint and from the very desirable motive of strengthening the upper classes by adding students already tested and approved in their ability to do satisfactory college work, your Committee urges all the higher institutions of our Association to encourage and promote the transfer of students from accredited junior colleges. Too often, existing rules and regulations regarding transfer of students from one college to another, have been based upon suspicion of failure and dissatisfaction in the college which the student is leaving; the rules therefore make it difficult and undesirable for the student to attempt a transfer.

When, however, a student presents official transcript of successful work in an accredited junior college and desires to do advanced work in a higher institution, your Committee feels strongly that it is unfair to the student and unwise in the higher institution to so reduce or even decline credit for the junior college courses that the student loses time seriously in the matter of earning his degree at the higher institution entered; he may even abandon entirely the effort to continue his education beyond the junior college, though the foundation laid there for advanced work is sound and satisfactory in every essential requirement. We are glad to report that most of our college and university members are sympathetic and cooperative with accredited junior colleges in this important matter; a few higher institutions are still arbitrary and sometimes unreasonable in their regulations about advanced credit; for the benefit of the students concerned and for the good of the institutions themselves, we trust that such regulations will be studied and changed whenever the facts indicate such action as justified.

MEMORIALS

A memorial to President A. A. Murphree by President Edward Conradi, of Florida State College for Women, was read by Secretary Snively in the absence of Dr. Conradi. Dr. Hooper moved its adoption by rising. The memorial, in part, follows:

"Dr. Murphree was a man of character and of ideals; he had an abundance of good common sense and a keen understanding of human nature. This helped him to understand boys and men. It gave him that happy faculty of inspiring his colleagues and his students with those lofty ideals which were at all times his own inspiration. The physical plant of the University of Florida, which grew to its present size under his leadership, is a visible monument to his leadership. But even greater is that invisible monument which he builded for himself in the hearts of young men of the University who are finer and nobler and stronger in all the fundamentals of character because they came in

contact with his fine spirit. In the death of Dr. Albert A. Murphree, the University of Florida has lost a great president, the State of Florida a noble citizen, and the Southland and the country one of its educational leaders."

Following is a summary of the tribute to R. M. Sealey, offered by Mr. M. R. Hinson, State Supervisor of High Schools, Tallahassee, Florida:

"It is fitting that this body pause for this brief moment in its activities to honor this humble, sweet-spirited, sincere man who never coveted honor for himself, for his life was devoted to the cause of education, and he was for many years one of this organization's most useful members, serving it in many capacities, and died while on his way to New York City to represent it as a member of the National Committee on Uniform College Entrance Requirements in English.

"This Association has lost in R. M. Sealey a valued and esteemed member and Florida has sustained no greater loss to the cause of education than this much loved man, for he was taken in his prime with the sun of his life at the zenith. He needs no eulogy that may be penned or sung; no monument made with hands. His eulogy lives in the hearts of his friends, and his monument in the lives of the boys and girls who will ever reap the benefits of his sympathetic counsel."

Superintendent A. C. Flora, of Columbia, South Carolina, spoke in memory of Superintendent W. H. Hand.

REPORT OF EXECUTIVE COMMITTEE

Secretary Snavelly read the following report of the Executive Committee:

The Executive Committee recommends that the Secretary of the Association write the American Council on Education a request to support the plan of organizing as a standardizing agency the Association of Colleges for Negro Youth, and to offer the assistance of this Association in any way, either as an organization or through the aid of individual members.

The Committee further recommends that the Secretary write the Association of Negro High School Education, in response to their request for help in standardization of their work, that they request the Association of Colleges for Negro Youth to associate them in their standardizing plans, taking as a basis list the negro high schools now approved by the respective state agencies in our territory.

The Committee also recommends that the incoming President of this Association be authorized to appoint a committee of three to act for this Association in assisting the proposed negro standardizing agencies, as provided for in the preceding recommendations, and to report its action to the next meeting of the Association through the Executive Committee.

Dr. Marquis appointed on this special committee:

Dr. H. M. Ivy, Dr. J. Henry Highsmith, Dean Theodore H. Jack.

The Executive Committee recommends for membership on the Commission on Institutions of Higher Education the following, to take the place of committee members whose terms of office have expired:

COLLEGE MEMBERS

CLASS OF 1931

Dean T. H. Jack, Emory University
President D. M. Key, Millsaps College
Dean P. P. Boyd, University of Kentucky
President H. W. Chase, University of North Carolina
President R. L. Marquis, North Texas State Teachers College
Professor Clarence Graeser, College of Charleston
Professor W. H. Faulkner, University of Virginia
President H. G. Noffsinger, Virginia Interment College.

CLASS OF 1929

President John J. Tigert, University of Florida (Vice, President A. A. Murphree deceased).

SCHOOL MEMBERS

CLASS OF 1931

Principal W. A. James, Galveston, Texas
Principal Jessie Muse, Atlanta, Georgia
Principal S. B. Tinsley, Louisville, Kentucky
President C. R. Endsley, Tennessee Military Institute, Sweetwater, Tennessee
Superintendent Harry Howell, Fayetteville, North Carolina.

CLASS OF 1929

Principal H. D. Wolff, Petersburg, Virginia, (Vice, President C. B. Wilcox, resigned).

CLASS OF 1930

Superintendent A. C. Flora, Columbia, South Carolina (Vice, Superintendent W. H. Hand, deceased).

Finally, the Executive Committee recommends that the following colleges be made members of the Association:

FOUR-YEAR COLLEGES

Lenoir Rhyne College, Hickory, North Carolina
Limestone College, Gaffney, South Carolina

TEACHER TRAINING COLLEGES

Middle Tennessee State Teachers College, Murfreesboro, Tennessee

JUNIOR COLLEGES

Hinds Junior College, Raymond, Mississippi
President R. E. Blackwell, Randolph-Macon College, moved the adoption of this report. The report was adopted in full.

REPORT OF THE AUDITING COMMITTEE

The Auditing Committee have examined the books and other records of Secretary-Treasurer Snively and find them accurate in every detail. All expenditures are supported by proper vouchers and the balance on hand, as shown by his books, corresponds with the bal-

ance shown in bank to the credit of the Association. On behalf of the Association we wish to express to Secretary-Treasurer Snively our appreciation of the efficient manner in which he has handled the finances of the Association.

Respectfully submitted,
H. G. NOFFSINGER, Chairman,
HARRY CLARK.

On motion of Dr. Hooper, the report of the Auditing Committee was adopted.

STANDARD NO. 16

Dr. W. D. Hooper offered the following resolution:

"Whereas, Standard No. 16 of this Association governing Colleges of Arts and Sciences and similar Standards governing other institutions, recite that 'the proper administration of athletics, amusements, fraternities, and all other extra curricular activities is one of the fundamental tests of a standard college,'

"And, whereas, experience has abundantly proved that such 'proper administration of athletics' is almost impossible by individual institutions,

"Be it resolved: that it is the sense of the Association that the Commission require, as a condition of membership in this Association, applying to all institutions engaging in intercollegiate or interscholastic athletics that they hold membership in or meet the requirements for membership in some Athletic Conference or Association which requires adherence to the widely recognized safeguards against abuse, such as in the case of institutions of higher education forbidding the playing of 'special' students, the non-migrant rule, and the one-year rule, together with the rules which experience has proved to be necessary."

On motion, this resolution was adopted.

INVITATIONS FOR 1929 MEETING

President Donovan, of Eastern Kentucky State Teachers College, made an eloquent appeal that the 1929 meeting of the Association be held in Lexington, Kentucky.

Invitations were also extended to the Association to hold its next meeting at Macon, Georgia; Atlanta, Georgia; Chattanooga, Tennessee; Asheville, North Carolina; Montgomery, Alabama; Gulfport, Mississippi; and Old Point Comfort, Virginia.

REPORT OF THE NOMINATING COMMITTEE

The report of the Committee on Nominations is:

President Emeritus—Chancellor J. H. Kirkland, Vanderbilt University

President—President R. L. Marquis, North Texas State Teachers College

First Vice-President—Dr. E. F. Buchner, Johns Hopkins University

Second Vice-President—Dr. Harry Clark, Furman University

Secretary-Treasurer—President Guy E. Snively, Birmingham-Southern College

Executive Committee—Headmaster S. J. McCallie, The McCallie School; President Edward Conradi, Florida State College for Women; Dean H. D. Campbell, Washington and Lee University; Dean Theodore H. Jack, Emory University; Superintendent H. M. Ivy, Meridian, Mississippi.

On motion of Dr. Hooper, the Secretary cast the ballot for the Association, and these nominees were declared duly elected.

REPORT OF COMMITTEE ON RESOLUTIONS

Whereas, the Association of Colleges and Secondary Schools of the Southern States is now closing one of its most successful sessions, because of the unusually large attendance and more particularly on account of the constructive work of the Commissions, the excellent reports and addresses, the wise planning and efficient execution of the program under the able leadership of our officers, and the noteworthy hospitality of the people of Fort Worth and numerous educational leaders of Texas, therefore

Be it resolved that the Association make grateful acknowledgment of its appreciation of the efforts of all those who have so generously contributed to our pleasure and profit at this meeting: namely, the citizens of Fort Worth; the Fort Worth Association of Commerce; the Parent-Teachers Association of Fort Worth; Texas Christian University; the Fort Worth Public Schools; Texas Woman's College; the Star Engraving Company; the American Association of University Women; the Mothers' Club of Texas Christian University; the Faculty Woman's Club of Texas Christian University; the Texas Hotel; our visiting speakers, and all others that have contributed to our comfort and pleasure; the President of this Association, and all other officers and committees for their faithful, wise, and zealous efforts in our behalf.

C. A. IVES, Chairman,
M. P. SHAWKEY,
JESSIE MUSE,
J. C. HARWOOD,
J. W. BRISTER.

The Thirty-third Annual Meeting of the Association adjourned by noon. Following adjournment, the Executive Committee voted to hold the Thirty-Fourth Annual Meeting December 2-6, in Lexington, Kentucky.

PART III.

Report of the Commission On Institutions of Higher Education

The Commission consists of thirty-nine persons, representing colleges and schools, members of the Association, twenty-four from the higher institutions and fifteen from the secondary schools.

OFFICERS 1928-29

Chairman: Professor W. D. Hooper, University of Georgia
Secretary: Dean T. H. Jack, Emory University
Council: Chairman and Secretary, ex-officio
Dean C. H. Barnwell, University of Alabama
Principal J. T. Wright, University School, Mobile, Alabama
President James R. McCain, Agnes Scott College
Professor W. J. Battle, University of Texas
Dean H. D. Campbell, Washington and Lee University.

COLLEGE MEMBERS

CLASS OF 1929

Dean L. T. Baker, University of South Carolina
President D. R. Anderson, Randolph-Macon Woman's College
Professor W. J. Battle, University of Texas
President A. B. Dinwiddie, Tulane University
President W. P. Few, Duke University
Professor W. D. Hooper, University of Georgia —
Dean Walter Miller, University of Missouri
President John J. Tigert, University of Florida

CLASS OF 1930

Dean C. H. Barnwell, University of Alabama
Dean A. L. Bondurant, University of Mississippi
Professor E. F. Buchner, Johns Hopkins University
Dean H. D. Campbell, Washington and Lee University
President James R. McCain, Agnes Scott College
Dean W. L. Fleming, Vanderbilt University
President W. W. Guth, Goucher College
Dean A. M. DuPre, Wofford College

CLASS OF 1931

Dean T. H. Jack, Emory University
President D. M. Key, Millsaps College
Dean P. P. Boyd, University of Kentucky
President H. W. Chase, University of North Carolina
President R. L. Marquis, North Texas State Teachers College
Professor Clarence Graeser, College of Charleston
Professor W. H. Faulkner, University of Virginia
President H. G. Noffsinger, Virginia Intermont College

SCHOOL MEMBERS

CLASS OF 1929

Principal C. C. Henson, New Orleans, Louisiana
Principal J. T. Wright, Mobile, Alabama

Principal John H. Workman, Pensacola, Florida
 President George P. Butler, Augusta, Georgia
 Principal H. D. Wolff, Petersburg, Virginia

CLASS OF 1930

Associate Superintendent Chas. A. Brown, Birmingham, Alabama
 Superintendent A. C. Flora, Columbia, South Carolina
 Principal C. B. Wallace, Nashville, Tennessee
 Superintendent R. H. Watkins, Laurel, Mississippi
 Superintendent Kader R. Curtis, Wilson, North Carolina

CLASS OF 1931

Principal W. A. James, Galveston, Texas
 Principal Jessie Muse, Atlanta, Georgia
 Principal S. B. Tinsley, Louisville, Kentucky
 President C. R. Endsley, Tennessee Military Institute, Sweetwater, Tennessee
 Superintendent Harry Howell, Fayetteville, North Carolina

APPROVED LIST OF COLLEGES AND UNIVERSITIES OF THE
 ASSOCIATION DECEMBER 5, 1928

MEMBER INSTITUTIONS

A. Colleges of Arts and Sciences

Agnes Scott College, Decatur, Georgia
 Agricultural and Mechanical College of Texas, College Station, Texas
 Agricultural and Mechanical College of Mississippi, Starkville, Mississippi
 Alabama College, Montevallo, Alabama
 Alabama Polytechnic Institute, Auburn, Alabama
 Alabama, University of, University, Alabama
 Baylor College for Women, Belton, Texas
 Baylor University, Waco, Texas
 Berea College, Berea, Kentucky
 Bethany College, Bethany, West Virginia
 Birmingham-Southern College, Birmingham, Alabama
 Bridgewater College, Bridgewater, Virginia
 Blue Mountain College, Blue Mountain, Mississippi
 Carson and Newman College, Jefferson City, Tennessee
 Catawba College, Salisbury, North Carolina
 Centenary College, Shreveport, Louisiana
 Centre College, Danville, Kentucky
 Charleston, The College of, Charleston, South Carolina
 Chattanooga, University of, Chattanooga, Tennessee
 Clemson College, Clemson, South Carolina
 College of Industrial Arts, Denton, Texas
 Coker College, Hartsville, South Carolina
 Converse College, Spartanburg, South Carolina
 Davidson College, Davidson, North Carolina
 Duke University, Durham, North Carolina
 Elon College, Elon College, North Carolina
 Emory University, Atlanta, Georgia
 Emory and Henry College, Emory, Virginia
 Erskine College, Due West, South Carolina
 Florida State College for Women, Tallahassee, Florida
 Florida, University of, Gainesville, Florida

Furman University, Greenville, South Carolina
 George Peabody College for Teachers, Nashville, Tennessee
 Georgetown College, Georgetown, Kentucky
 Georgia State College for Women, Milledgeville, Georgia
 Georgia, University of, Athens, Georgia
 Georgia School of Technology, Atlanta, Georgia
 Goucher College, Baltimore, Maryland
 Greensboro College, Greensboro, North Carolina
 Guilford College, Guilford, North Carolina
 H. Sophie Newcomb Memorial College (vid. Tulane University)
 Hampden Sidney College, Hampden Sidney, Virginia
 Howard College, Birmingham, Alabama
 Incarnate Word College, San Antonio, Texas
 Johns Hopkins University, Baltimore, Maryland
 Judson College, Marion, Alabama
 Kentucky, University of, Lexington, Kentucky
 Lenoir Rayne College, Hickory, North Carolina
 Limestone College, Gaffney, South Carolina
 Louisiana College, Pineville, Louisiana
 Louisiana Polytechnic Institute, Ruston, Louisiana
 Louisiana State University, Baton Rouge, Louisiana
 Louisville, University of, Louisville, Kentucky
 Lynchburg College, Lynchburg, Virginia
 Marshall College, Huntington, West Virginia
 Maryville College, Maryville, Tennessee
 Mercer University, Macon, Georgia
 Meredith College, Raleigh, North Carolina
 Millsaps College, Jackson, Mississippi
 Mississippi College, Clinton, Mississippi
 Mississippi State College for Women, Columbus, Mississippi
 Mississippi, University of, Oxford, Mississippi
 Mississippi Woman's College, Hattiesburg, Mississippi
 Missouri, University of, Columbia, Missouri
 North Carolina College for Women, Greensboro, North Carolina
 North Carolina State College of Agriculture and Engineering, Raleigh, North Carolina
 North Carolina, University of, Chapel Hill, North Carolina
 Our Lady of the Lake College, San Antonio, Texas
 Presbyterian College of South Carolina, Clinton, South Carolina
 Randolph-Macon College, Ashland, Virginia
 Randolph-Macon Woman's College, Lynchburg, Virginia
 Rice Institute, Houston, Texas
 Richmond, University of, Richmond, Virginia
 Roanoke College, Roanoke, Virginia
 Rollins College, Winter Park, Florida
 Salem College, Winston-Salem, North Carolina
 Shorter College, Rome, Georgia
 Simmons University, Abilene, Texas
 South Carolina, University of, Columbia, South Carolina
 Southern Methodist University, Dallas, Texas
 Southwestern Louisiana Institute, Lafayette, Louisiana
 Southwestern, Memphis, Tennessee
 Southwestern University, Georgetown, Texas
 Spring Hill College, Spring Hill, Alabama
 Sweet Briar College, Sweet Briar, Virginia
 Tennessee, University of, Knoxville, Tennessee
 Texas Christian University, Fort Worth, Texas

Texas Technological College, Lubbock, Texas
 Texas, University of, Austin, Texas
 The Citadel, Charleston, South Carolina
 Transylvania University, Lexington, Kentucky
 Trinity University, Waxahachie, Texas
 Tulane University, including H. Sophie Newcomb Memorial College. New Orleans, Louisiana

Tusculum College, Greenville, Tennessee
 University of the South, Sewanee, Tennessee
 Vanderbilt University, Nashville, Tennessee
 Virginia, University of, Charlottesville, Virginia
 Virginia Military Institute, Lexington, Virginia
 Virginia Polytechnic Institute, Blacksburg, Virginia
 Wake Forest College, Wake Forest, North Carolina
 Washington and Lee University, Lexington, Virginia
 Wesleyan College, Macon, Georgia
 West Virginia University, Morgantown, West Virginia
 William and Mary College, Williamsburg, Virginia
 Winthrop College, Rock Hill, South Carolina
 Wofford College, Spartanburg, South Carolina
 Woman's College of Alabama, Montgomery, Alabama

B. Teacher Training Colleges

East Carolina Teachers College, Greenville, North Carolina
 East Radford State Teachers College, East Radford, Virginia
 East Tennessee State Teachers College, Johnson City, Tennessee
 East Texas State Teachers College, Commerce, Texas
 Eastern Kentucky State Teachers College, Richmond, Kentucky
 Georgia State Teachers College, Athens, Georgia
 Middle Tennessee State Teachers College, Murfreesboro, Tennessee
 Murray State Teachers College, Murray, Kentucky
 North Texas State Teachers College, Denton, Texas
 Sam Houston State Teachers College, Huntsville, Texas
 South Texas State Teachers College, Kingsville, Texas
 South-West Texas State Teachers College, San Marcos, Texas
 State Normal College, Natchitoches, Louisiana
 State Teachers College, Farmville, Virginia
 State Teachers College, Harrisonburg, Virginia
 Stephen F. Austin State Teachers College, Nagadoches, Texas
 Western Kentucky State Teachers College, Bowling Green, Kentucky
 West Tennessee State Teachers College, Memphis, Tennessee
 West Texas Teachers College, Canyon, Texas

C. Junior Colleges

Andrew College, Cuthbert, Georgia
 Averett College, Danville, Virginia
 Bethel Woman's College, Hopkinsville, Kentucky
 Gulf Park College, Gulfport, Mississippi
 Hinds Junior College, Raymond, Mississippi
 Hiwassee College, Madisonville, Tennessee
 John Tarleton Agricultural College, Stephenville, Texas
 Junior College of Augusta, Augusta, Georgia
 Lon Morris College, Jacksonville, Texas
 Marion Institute, Marion, Alabama
 Mars Hill College, Mars Hill, North Carolina
 St. Mary's School, Raleigh, North Carolina
 Sullins College, Bristol, Virginia
 Tennessee Wesleyan College, Athens, Tennessee

Virginia Intermont College, Bristol, Virginia

Ward-Belmont, Nashville, Tennessee

Whitworth College, Brookhaven, Mississippi

The annual meeting of the Commission was held at the Texas Hotel, Fort Worth, Texas, December 3, 1928. The Commission met at 10 a. m., Chairman W. D. Hooper presiding. The following members were in attendance upon the meetings of the Commission:

Alabama—Dean C. H. Barnwell, Associate Superintendent Charles A. Brown, Principal J. T. Wright.

Florida—Principal John H. Workman.

Georgia—President G. P. Butler, Professor W. D. Hooper, Dean T. H. Jack, President J. R. McCain, Principal Jessie Muse.

Kentucky—Dean P. P. Boyd (representing President F. L. McVey).

Louisiana—President A. B. Dinwiddie, Principal C. C. Henson

Maryland—Professor E. F. Buchner.

Mississippi—Dean A. L. Bondurant, President D. M. Key, Superintendent R. H. Watkins.

North Carolina—President W. P. Few, Dr. J. T. Wilson (representing President H. W. Chase), Superintendent K. R. Curtis.

South Carolina—Dean L. T. Baker, Professor C. A. Graeser.

Texas—Professor W. J. Battle, Principal W. A. James, President R. L. Marquis.

Virginia—Dean H. D. Campbell, Professor W. H. Faulkner, President D. R. Anderson.

The minutes of the Commission for the previous meeting as published in the Proceedings of the Association were approved.

The Chairman then made a brief report. In it he called attention to the excellent work which had been done by the Committee on Triennial Blanks now, a standing committee of the Association. He also brought to the attention of the Commission the important work which had been done by the Committee appointed to report on the degree of Bachelor of Music. This Committee of which Dr. N. W. Walker, of the University of North Carolina, is Chairman will be prepared to make its final report at the next meeting of the Association. He stated that the Secretary of the Commission for the past six years, Dean A. L. Bondurant, had presented his resignation, indicating that circumstances would prevent him from serving again.

Letters were presented by the Chairman and Secretary from Dr. L. R. Wilson, Librarian, University of North Carolina, and President of the Southeastern Library Association, requesting that a Committee be appointed from the Commission to confer with a similar Committee from the Southeastern Library Association for the purpose of considering the present standard with reference to libraries of member Institutions having in view certain changes in this standard which it is believed will be beneficial, and in the interest of scholarship. On motion the appointment of such a Committee was ordered.

The question of standardizing the negro colleges having been brought to the attention of the Commission, it was voted that a Committee be appointed to examine the subject and report.

It was voted by the Commission that a permanent Committee on Standards be appointed.

The Chairman recommended that standing Committees be chosen on New Members, and Teacher Training Colleges. The Commission voted to approve this recommendation.

President A. A. Murphree, of the University of Florida, and Superintendent W. H. Hand, of the city schools of Columbia, South Carolina, had been members of the Commission since its organization, and their untimely deaths since the last meeting are deeply deplored. Out of respect to their memory the Commission on the motion of Professor Buchner stood.

The Four-Year, Teacher Training, and Junior Colleges given below have all been duly approved for membership by the Council, the Commission, the Executive Committee of the Association, and the Association.

Four-Year Colleges

Catawba College, Salisbury, North Carolina
Lenoir-Rhyne College, Hickory, North Carolina
Limestone College, Gaffney, South Carolina
North Carolina College of Agriculture and Engineering, West Raleigh, North Carolina
Texas Technological College, Lubbock, Texas
Woman's College of Alabama, Montgomery, Alabama

Teacher Training Colleges

Eastern Kentucky State Teachers College, Richmond, Kentucky
Georgia State Teachers College, Athens, Georgia
East Radford State Teachers College, East Radford, Virginia
Murray State Teachers College, Murray, Kentucky
Middle Tennessee State Teachers College, Murfreesboro, Tennessee
South Texas State Teachers College, Kingsville, Texas

Junior Colleges

Averett College, Danville, Virginia
Bethel Woman's College, Hopkinsville, Kentucky
Hinds Junior College, Raymond, Mississippi
Hiwassee College, Madisonville, Tennessee

The Commission voted that all Institutions admitted to membership in the Association be examined for two years following their admission, and that they submit blanks properly filled out.

Temporary Chairman, Dr. T. J. Wilson reported for the Committee on Non-Member Colleges. The following institutions were added to the list:

The Delta State Teachers College, Cleveland, Mississippi
The State Teachers College, Hattiesburg, Mississippi.
State Woman's College, Valdosta, Georgia.

The Committee recommended that each Institution retained on this non-member list be directed to make an annual report to the Commission on the Four-Year Non-Member List until such times as it should be either admitted to membership in the Association or dropped from the non-member list. The recommendation was adopted by the Commission.

President McCain presented the report of the Committee on Triennial Reports which follows:

Your Committee has had before it thirty (30) complete reports, twenty-seven (27) from members who are reporting for the first time since their admission to our Association, and three (3) from colleges which reported last year but were asked to do so again at this time.

These institutions are as follows: Alabama College, Judson, Georgia State College, Southwestern Louisiana Institute, Erskine, Emory and Henry, Bridge-water, Trinity University, Incarnate Word, Centenary, Baylor College, Berea, Elon, Greensboro College, Guilford, Marshall, Mississippi A. & M., Mississippi Woman's College, Tusculum, V. M. I., Carson and Newman, Simmons

University, Louisiana Polytechnic Institute, Roanoke, Lynchburg College, Clemson, Blue Mountain, Louisiana College, Hampden-Sidney, and College of Industrial Arts.

Of these the Committee think that twelve (12) have serious defects as measured by the Standards and we are asking the Council to take special action on some of them. We think that nine (9) more of the thirty (30) mentioned have defects of a minor character that ought to be corrected. The other nine (9) institutions seem to meet the Standards reasonably well.

In addition we have had supplementary reports on one or more Standards from seventeen (17) institutions which were asked for additional information. These are as follows: Coker, Presbyterian College of South Carolina, Southwestern at Memphis, Southwestern University of Texas, Wake Forest, Winthrop, Spring Hill, Southern Methodist University, Charleston, Furman, Meredith, Maryville, Our Lady of the Lake, Shorter, University of South Carolina, Texas Christian University, and Sweet Briar. Of this number five (5) seem to have serious defects and are being reported to the Council. Two (2) others still need further minor corrections and the other ten (10) are passed without further criticism. While our Committee was only a temporary one this year and its members were appointed late in autumn, the new plan of studying the records *before* the actual meeting has been helpful. It could be more advantageous in the future.

While there has been substantial progress in many directions yet your Committee feels that there is a great deal of complacency on the part of many institutions about correcting shortcomings after they have gained admission to the Association. We feel that it will be necessary to take drastic action before the constituencies of some of our institutions will realize their shortcomings and will correct important defects.

Respectfully submitted,

W. P. FEW,
T. H. JACK,
C. A. BROWN,
R. H. WATKINS,
H. D. CAMPBELL,
A. M. DUPREE,
J. R. MCCAIN, Chairman.

Superintendent Watkins, Chairman of the Committee on Dual System of College Entrance, submitted the report of his Committee. The report was prefaced by the following resolutions presented by the Commission on Secondary Schools at the last meeting of the Association.

At the last meeting of this Association the Commission on Secondary Schools passed the following resolution:

"Whereas, Many schools in the Southern Association are now organized on the 6-3-3 plan, making the senior high schools three years in length; and

Whereas, this makes it desirable to recognize three years of senior high work as meeting requirements from such schools for college entrance; and

Whereas, over 71% of the colleges in the Association are recorded as favorable to such a plan; and

Whereas, a worthy precedent has been established already by the North Central Association, which now allows colleges to accept 12 units of senior high school work as meeting college entrance requirements: Now therefore,

Be it resolved by the Commission on Secondary Schools, That the Association of Colleges and Secondary Schools of the Southern States is hereby petitioned to take such action as will permit (but not require) colleges of this Association to fix entrance requirements upon the basis of 12 senior high school

units, and not thereby jeopardize their good standing, or other interests in this Association. To this end, we request that the Association suggest to the Commission on Higher Institutions the need to consider and take such action on the matter as will enable it to be brought before the Association for final action at its next meeting."

The importance of this report of which the principal portions are given below was appreciated by the Commission. No action, however, was taken upon it at this time, but it was referred to the permanent Committee on Standards, which will give it further consideration and report its findings to the Commission.

Report of Committee on Dual System of College Entrance:

By definite action all regional associations of colleges and secondary schools have recognized the junior high school. The effectiveness of the 6-3-3 plan of school organization and the possibilities of the junior high schools are admitted. But the mission of the junior high school is more than that of a mere laboratory for educational experimentation. The junior high school must not be made an isolated and independent unit, but must be integrated with the grades below and the high school above. The function of the junior high school, like that of any other school, is to meet the needs of its pupils, and in every junior high school there is a considerable group capable of taking a college education. For the members of this superior group, whether they enter college or not, preparation for college offers the best educational program. If such preparation is not best for them, then college is not, since the high school subjects and college subjects are but different stages in the same program.

Of course, it is not *the* function of the junior high school to prepare for college, nor of the high school, for that matter. But it is a function of both. According to statistics of the United States Department of Education, 72 out of 342 high school freshmen enter college. The number entering college is increasing so rapidly that by now it is fair to say that 72 out of every 342 junior high graduates enter college. The 72 who go to college constitute the largest and most homogeneous group to be found in the junior high school. Nearly all are to be found in the superior group. Members of this group need no exploratory courses. They do not need to find themselves. They know where they are. But even children of this superior group, coming as they do from the one room, one teacher, single course program of the sixth grade, may lose themselves in the complex environment of the junior high school. Natural instinct for change and variety may carry them through the entire list of pre-vocational, exploratories, and broadening and findings, ultimately to find themselves, but alas, too late to go anywhere. The junior high school presents great opportunities for an effective program—a program that will meet the needs of all. And one of the arguments for its being is the opportunity it can offer for fulfilling its obligation to this particular group.

A consideration of records in lower grades makes it possible to form this group at the beginning of the seventh grade. The junior high school program can offer children of this group in addition to the required constants, two electives each year. A modern language by the mother tongue method can be begun in the seventh grade with advantage, an ancient language, algebra, or a laboratory science in the ninth, or even in the eighth. A capable student can easily finish junior high school with requirements met in English, arithmetic, and social science, and three years of a modern language, one or two years of Latin, one year of algebra, and two years of music or art.

The junior high school was originally the high school extended down two years that children might begin high school subjects earlier, not one year later, and that they might enjoy earlier the advantages of libraries, laboratories, elective courses of study, ability grouping, teachers of special and superior

training, promotion by subject, etc. The 3-3 division came as a natural administrative policy. College preparation, in so far as it is an objective in the public school, was, of course, to be strengthened by this new form of organization, not weakened by limiting it to three instead of four years.

A differentiated program of studies in junior high enables the school to meet earlier the needs of certain pupils by offering vocational courses; and also of certain other pupils, constituting usually the superior group, who desire a broad cultural education by offering subjects they most need. Pupils of this superior group do well in all subjects. For them English, history, mathematics, the languages, and science are the most substantial courses. Incidentally these prepare for college. Or is it incidentally? Is it not probably true that college courses are based on these subjects in recognition of their educational value? The study of Latin in the high school and the recognition of Latin by the college merely indicate an agreement as to the educational value of Latin. There are many colleges that require no Latin. But if the student should choose Latin, there is no reason at all why the junior high school should not give him the opportunity of beginning it early, whether or not he ever goes to college for the further pursuit of his study in this language.

Houses differ less in their foundation than in their superstructure. Upon a good foundation one may build most any kind of a house. A stiff college preparatory course constitutes an excellent foundation for any kind of educational superstructure—business, technical, professional, cultural.

We wrote to the high school supervisors of the state in our territory, and secured a complete list of the junior high schools in each state. From the preamble of the resolution we are, of course, concerned only with junior high schools under the 6-3-3 plan of organization. Our study is further limited to junior high schools separate and distinct in organization and administration from the elementary school below on the one hand, and the senior high school above on the other.

From the high school supervisors' lists there are 110 typical junior high schools in our territory. The Committee wrote the principals of these 110 schools for courses of study and other information needed. The replies show that, of the 110 schools named as typical, many of them are on the 5-3-3 plan and some others on the 6-2-3 plan. From the information gathered the following tabulation is made:

	6-3-3	6-2-3	5-3-3	Plan of organization not specifically stated
Virginia	2	0	4	6
North Carolina	0	4	0	3
Kentucky	5	0	0	2
Tennessee	4	0	0	1
South Carolina	0	2	0	0
Georgia	2	0	0	0
Florida	13	0	0	0
Alabama	4	0	0	0
Mississippi	1	0	0	0
Louisiana	1	0	0	0
Texas	0	0	56	0
	32	6	60	12

There are 32 typical junior high schools in this territory, 44 counting the 12 whose type of organization is not specifically stated. These numbers are what we expect from the recent study of Arthur J. Klein, Chief of Division of Higher Education, United States Bureau of Education. He states that in North Carolina, South Carolina, Texas, Mississippi, Georgia, Virginia, Kentucky, and Florida there are so few schools organized on the 6-3-3 plan that

the question of dual system of college entrance is not a matter of serious consideration.

The Committee received courses of study in printed form, mimeographed form, or schedules of subjects, from about 22 of the 32 typical junior high schools. In practically all cases the course of study in the 9th grade is the same as that offered in the 1st year of a four-year high school. Consequently, the problem of college entrance is not thus far complicated by the 6-3-3 organization. There is, however, in replies from the principals of some of the largest of our 32 schools, a strongly expressed sentiment for absolute freedom of the junior high school,—a sentiment that is general in the Department of Superintendence.

Your Committee, while it recognizes the effectiveness of the 6-3-3 plan of school organization and the great possibilities of the junior high school, believes that its program is not yet definite enough to allow four college units in every case for its completion.

Your Committee made no inquiries as to the attitude of the colleges toward the proposed dual system of entrance. Mr. Klien's recent study makes this unnecessary. From Mr. Klein's questionnaire the following statistics are formed:

Colleges that now accept 12 units of senior high school work for entrance:

Association	Replies	Percentage
New England	57	2.9
Middle States and Maryland	96	4.1
North Central	206	12.1
Northwest	32	3.2
Southern States	89	7.8

With fewer than 44 senior high schools out of 928 accredited schools, the percentage of colleges in the Southern Association that already accepts 12 senior high school units is greater than in any other association except the North Central, which has already adopted the plan under discussion. This is accounted for, probably, by the practice in Texas where the 5-3-3 type prevails.

Colleges that require a record of the last year junior high school work in addition to a three-year senior high school record:

Association	Replies	Percentage
New England	31	87.1
Middle States and Maryland	90	94.1
North Central	206	87.6
Northwest	26	100.0
Southern States	90	86.6

Colleges that accept a junior high school certificate as equivalent to three elective units (Texas colleges follow this practice):

Association	Replies	Percentage
New England	20	10.0
Middle States and Maryland	53	7.5
North Central	185	17.7
Southern States	60	6.7

Colleges that give credit for work below ninth grade (in language for instance):

Association	Replies	Percentage
New England	29	13.8
Middle States and Maryland	92	21.0
North Central	194	20.6
Northwest	27	22.2
Southern States	89	28.1

Colleges inclined to accept twelve senior high school units for entrance if accredited agencies approve:

Association	Replies	Percentage
New England	24	58.3
Middle States and Maryland	83	59.1
North Central	193	83.4
Northwest	22	77.7
Southern States	94	71.3

From these figures the following observations may be made:

1. About 7.8 per cent. of the colleges of our Association accept twelve senior high school units for entrance.
2. About 86.6 per cent. accept twelve senior high school units, but require in addition a report of the ninth grade work.
3. About 6.7 per cent. accept graduation from junior high school as equivalent to three elective units.
4. About 71.3 per cent. are inclined to accept twelve junior high school units for entrance if accrediting standards approve.

In the light of what knowledge we have been able to gain of the problem before us, the Committee makes the following suggestions for your consideration:

1. The junior high school can never accomplish its purpose by operating as an independent, isolated unit, but must be integrated with the grades below and with the senior high school above.
2. The function of the junior high school is to meet the needs of its pupils; therefore, definite college preparation should be offered at least to members of the superior groups.
3. The colleges are over-crowded already, a condition that can easily be remedied by proper enforcement of rigid entrance requirements. It is both unfair and economically unsound to allow admission to students not prepared for college, when their presence would crowd out or impede the progress of students really prepared and capable of getting what the colleges propose to give. The entrance requirements for college (15 units and graduation from high school), therefore, must not be lowered.
4. The entrance requirements of a four-year high school (completion of the 8th grade in a state accredited school, or its equivalent as determined by examination) must not be lowered.
5. The entrance requirements of a senior high school shall be four ninth grade units or the equivalent. When credit for work done in the seventh and eighth grades is allowed (for example, in languages, art, algebra, laboratory science), quantity requirements shall be rigidly enforced and classtime requirements doubled.
6. Senior high schools must carry on their books a transcript of record for all pupils who enter, this transcript to cover the work of the ninth grade. Twelve senior high school units, together with this transcript, must be submitted for college entrance.
7. Of the 15 high school units (or the equivalent) submitted, at least 12 must be academic units; at least 11 senior high school units or work prescribed for tenth, eleventh, and twelfth grades; at least 6 must be work prescribed for eleventh and twelfth grades; and at least 2 must be work prescribed for twelfth grade.

Respectfully submitted,

R. H. WATKINS,

Superintendent of Schools, Laurel, Miss.

E. A. BECHTEL,

Dean of College of Arts and Science, Tulane University, New Orleans, La.

JULIUS T. WRIGHT,

Principal, University School, Mobile, Ala.

The Committee on Junior Colleges through its Chairman, Professor Battle presented the following "provisional arrangement" with the request that it be approved by the Commission:

As a provisional arrangement, pending the setting up of whatever machinery may be ultimately approved, four-year institutions comprising the last two years of high school and the first two years of college, which apply for admission in 1929, may be considered by the Standing Committee on Junior Colleges, provided the high school department shall meet all the standards of the Commission on Secondary Schools except the first sentence of Article 4 (g), requiring four teachers giving their full time to high school instruction, and Article 9, requiring annual dues of ten dollars, substituting for the first of these the last sentence of Standard 4 of the Standard for Junior Colleges, and for the second annual dues of fifty dollars. It is understood further that it shall be determined by reports and inspection that all students entering the first year of such an institution shall have completed two full years of high school work consisting of not less than seven acceptable units, done in a secondary school that is, or schools that are, approved by this Association, or by another recognized accrediting agency, or the equivalent of such a course as shown by examination. The suggested arrangement was approved.

It was requested also that by way of clarifying regulation (C) on the first page of the Junior College Application Blank the following be added: Ordinarily a Junior College will not be admitted to membership until— (1) it has successfully given work of college grade for at least four years, and— (2) at least two years have elapsed since the graduation of its first class. The Commission voted to approve these recommendations.

On motion it was voted that the Commission recommend to the Council that the first meeting of the Commission next year, and annually thereafter be set for Monday instead of Tuesday.

The Commission voted to refer the consideration of the present status of the University of West Virginia as a member of the Association to the Executive Committee of the Association with power.

Dean Campbell, Chairman of the nominating committee then presented his report:

OFFICERS 1928-29

Professor W. D. Hooper, University of Georgia, Chairman.
Dean T. H. Jack, Emory University, Secretary.

COUNCIL

Dean C. H. Barnwell, University of Alabama.
Principal J. T. Wright, University School, Mobile.
Professor W. J. Battle, University of Texas.
President J. R. McCain, Agnes Scott College.
Dean H. D. Campbell, Washington and Lee University.
President J. J. Tigert of the University of Florida was nominated to succeed President Murphree, and Superintendent A. C. Flora, to succeed Superintendent Hand.

The names of the other members to be selected appear under the caption "Class of 1931".

Triennial Reports: President McCain, President Few, Superintendent Brown, Superintendent Watkins, Dean DuPre, Dean Bondurant.

New Members—Four Year Colleges: Dean Barnwell, President Guth, Dean Fleming, President Anderson, Professor Graeser, Principal Muse.

Teacher Training Colleges: Dean Baker, Professor Buchner, Superintendent Curtis, Dean Boyd, President Marquis.

JUNIOR COLLEGES

1929

President Key, Principal Wright, Professor Faulkner.

1930

Professor Battle, Dean Miller, President Butler.

1931

President Noffsinger, Principal Henson, Principal James.

Standards: Professor Hooper, President Dinwiddie, Dean Baker, Dean Miller, President Few, President Chase, Dean Campbell.

All nominations were approved by the Commission and duly reported to the Executive Committee.

ALEXANDER L. BONDURANT,

Secretary of Commission on Institutions of Higher Education.

LIST OF FOUR-YEAR NON-MEMBER COLLEGES

The institutions named below have been approved by the Commission as being competent to train teachers for the accredited schools of the Association, though they do not fully meet the requirements for admission as members. They are informed, by resolution passed by the Commission that the inclusion of their names on the Non-Member list from which teachers may be drawn shall not be a warrant for their making use of this fact for advertising purposes in their catalogues or other printed matter, nor as evidence of recognition or accrediting by this Association.

Alabama

Athens College, Athens

*Florida*Southern College, Lakeland
Stetson University, De Land*Georgia*Bessie Tift College, Forsyth
Brenau College, Gainesville
LaGrange College, LaGrange
Piedmont College, Demorest
State Woman's College, Valdosta*Kentucky*Asbury College, Wilmore
Kentucky Wesleyan College, Winchester
Teacher Training College, Moorehead*Louisiana*

Loyola University, New Orleans

*Mississippi*Belhaven College, Jackson
Delta State Teachers College, Cleveland
Grenada College, Grenada
State Teachers College, Hattiesburg

North Carolina

Queens College, Charlotte

South Carolina

Chicora College, Columbia

Columbia College, Columbia

Greenville Woman's College, Greenville

Newberry College, Newberry

Tennessee

Lincoln Memorial College, Harrogate

Milligan College, Milligan College

Tennessee College, Murfreesboro

Union University, Jackson

Texas

Abilene Christian College, Abilene

Austin College, Sherman

Howard Payne College, Brownwood

Texas Woman's College, Fort Worth

Virginia

Hollins College, Hollins

State Teachers College, Fredericksburg

PART IV.

Report of the Commission on Secondary Schools

By

JOSEPH ROEMER

DIVISION I.

COMMISSION ON SECONDARY SCHOOLS, 1928-29

OFFICERS

Chairman: E. J. Mathews, University of Texas, Austin.

Vice-Chairman: J. A. Stoddard, University of South Carolina, Columbia.

Secretary: Joseph Roemer, University of Florida, Gainesville.

MEMBERS

Alabama

W. L. Spencer, Chairman, Director of Secondary Education, Montgomery.

Gladstone Yeuell, Professor Secondary Education, University of Alabama, University.

John C. Dawson, President, Howard College, Birmingham.

W. P. Tiller, Principal, Morgan County High School, Hartselle.

J. M. Malone, Principal, Simpson School, Birmingham.

Florida

Joseph Roemer, Chairman, Professor of Secondary Education, University of Florida, Gainesville.

M. R. Hinson, State Supervisor of High Schools, Tallahassee.

Edward Conradi, President, Florida State College for Women, Tallahassee.

E. L. Robinson, Director of High Schools, Tampa.

Father Jerome, Pryor, St. Leo Abbey, St. Leo.

Georgia

J. S. Stewart, Chairman, Professor of Secondary Education, University of Georgia, Athens.

E. A. Pound, State High School Supervisor, Atlanta.

Goodrich, C. White, Dean, Emory University, Atlanta.

B. F. Pickett, Principal, Newman High School, Newman.

J. C. Woodward, Superintendent, Georgia Military Academy, College Park.

Kentucky

M. E. Ligon, Chairman, Professor of Secondary Education, University of Kentucky, Lexington.

Mark Godman, Supervisor of High Schools, Frankfort.

C. G. Crooks, Dean, Centre College, Danville.

J. O. Lewis, Principal, Owensboro High School, Owensboro.

Juliet Jameson Poynter, Associate Principal, Science Hill School, Shelbyville.

Louisiana

C. F. Trudeau, Chairman, State High School Inspector, Baton Rouge.

H. L. Garrett, Louisiana State University, Baton Rouge.

J. A. Lyon, Newcomb College, Tulane University, New Orleans.

S. M. Brame, Principal, Bolton High School, Alexandria.

Father P. A. Roy, Principal, Jesuit High School, New Orleans.

Mississippi

- F. C. Jenkins, Chairman, Supervisor of High Schools, Jackson.
 O. A. Shaw, Dean, University of Mississippi, University.
 J. R. Lin, Millsaps College, Jackson.
 H. B. Heidelberg, Superintendent, Clarksdale.
 J. E. Belka, Principal, Gulf Coast Military Academy, Gulfport.

North Carolina

- J. H. Highsmith, Chairman, State High School Supervisor, Raleigh.
 Holland Holton, Duke University, Durham.
 L. R. Johnston, Principal, High Point High School.
 N. W. Walker, Dean, University of North Carolina, Chapel Hill.
 T. E. Whitaker, President, Oak Ridge Institute, Oak Ridge.

South Carolina

- J. A. Stoddard, Chairman, Professor of Secondary Education, University of South Carolina, Columbia.
 R. H. Coleman, College of Charleston, Charleston.
 W. E. Black, Superintendent, Greenwood.
 J. M. Daniel, State High School Inspector, Columbia.
 J. D. Fulp, Superintendent, Bailey Military Institute, Greenwood.

Tennessee

- W. A. Bass, Chairman, State High School Supervisor, Nashville
 E. R. Gabler, Professor Secondary Education, University of Tennessee, Knoxville.
 S. J. McCallie, Headmaster, The McCallie School, Chattanooga
 Frank F. Hooper, University of Chattanooga, Chattanooga.
 C. T. Kirkpatrick, Principal, Hume-Fogg High School, Nashville

Texas

- A. M. Blackman, Chairman, Chief High School Supervisor, Austin.
 E. J. Mathews, Registrar, University of Texas, Austin.
 R. W. Tinsley, Southwestern University, Georgetown.
 R. L. Paschal, Principal, Central High School, Fort Worth.
 W. W. Bondurant, Superintendent, Texas Military Institute, San Antonio.

Virginia

- W. R. Smithey, Professor of Secondary Education, University of Virginia, University.
 R. E. Blackwell, President, Randolph-Macon College, Ashland.
 J. C. Harwood, Director of High Schools, Richmond.
 W. R. Phelps, Principal, Randolph-Macon Academy, Bedford.

CLASS OF 1928-1929

- Gladstone Yeuell, Professor of Secondary Education, University of Alabama; University, Ala.
 J. S. Stewart, Professor of Secondary Education, University of Georgia, Athens, Ga.
 M. E. Ligon, Professor of Secondary Education, University of Kentucky, Lexington, Ky.
 H. L. Garrett, Professor, Louisiana State University, Baton Rouge, La.
 J. C. Dawson, President, Howard College, Birmingham, Ala.
 B. F. Pickett, Principal, Newnan, Ga.
 C. G. Crooks, Dean, Centre College, Danville, Ky.
 S. M. Brame, Principal, Alexandria, La.
 H. B. Heidelberg, Superintendent, Clarksdale, Miss.

- W. E. Black, Superintendent, Greenwood, S. C.
 Frank F. Hooper, Professor, University of Chattanooga, Chattanooga, Tenn.
 R. W. Tinsley, Southwestern University, Georgetown, Texas.
 J. C. Harwood, Principal, Richmond, Va.
 F. C. Jenkins, Supervisor of High Schools, Jackson, Miss.
 N. W. Walker, Dean, University of North Carolina, Chapel Hill, N. C.

CLASS OF 1929-1930

- J. M. Daniel, State School Inspector, Columbia, S. C.
 E. R. Gabler, Professor of Secondary Education, University of Tennessee, Knoxville, Tenn.
 A. M. Blackman, Chief High School Inspector, Austin, Texas.
 O. A. Shaw, Dean, University of Mississippi, University, Miss.
 J. H. Highsmith, State High School Supervisor, Raleigh, N. C.
 J. A. Stoddard, Professor of Secondary Education, University of South Carolina, Columbia, S. C.
 W. A. Bass, State High School Inspector, Nashville, Tenn.
 E. J. Mathews, Assistant Dean, University of Texas, Austin, Texas.
 Edward Conradi, President, Florida State College for Women, Tallahassee, Florida.
 J. O. Lewis, Principal, Owensboro, Ky.
 L. R. Johnston, High Point High School, High Point, N. C.
 Jos. Roemer Professor of Secondary Education, University of Florida, Gainesville, Fla.
 W. R. Smithey, Professor, University of Virginia, University, Va.

CLASS OF 1930-1931

- J. M. Malone, Simpson School, Birmingham, Ala.
 Father Jerome, Pryor, St. Leo Abbey, St. Leo, Fla.
 J. C. Woodward, Superintendent, Georgia Military Academy, College Park, Ga.
 Miss Julia Pointer, Principal, Science Hill School, Shelbyville, Ky.
 Father P. A. Roy, Principal, Jesuit High School, New Orleans, La.
 J. E. Belka, Principal, Gulf Coast Military Academy, Gulfport, Miss.
 T. E. Whitaker, President, Oak Ridge Institute, Oak Ridge, N. C.
 J. D. Fulp, Superintendent, Bailey Military Institute, Greenwood, S. C.
 C. T. Kirkpatrick, Principal, Hume-Fogg High School, Nashville, Tenn.
 W. W. Bondurant, Superintendent, Texas Military Institute, San Antonio, Tex.
 W. R. Phelps, Principal, Randolph-Macon Academy, Bedford, Va.

CLASS OF 1931-1932

- E. L. Robinson, Director of High Schools, Tampa, Fla.
 G. C. White, Dean of the College, Emory University, Georgia.
 J. A. Lyon, Newcomb College, Tulane University, New Orleans, La.
 J. R. Lin, Professor, Millsaps College, Jackson, Miss.
 R. H. Coleman, Professor, College of Charleston, Charleston, S. C.
 S. J. McCallie Headmaster, The McCallie School, Chattanooga, Tenn.
 R. E. Blackwell, President, Randolph-Macon College, Ashland, Va.
 W. L. Spencer, State Supervisor of Secondary Education, Montgomery, Ala.
 M. R. Hinson, State High School Inspector, Tallahassee, Fla.
 E. A. Pound, State High School Supervisor, Atlanta, Ga.
 Mark Godman, State Supervisor of High Schools, Lexington, Ky.
 C. F. Trudeau, State High School Inspector, Baton Rouge, La.
 R. L. Paschal, Principal, Central High School, Fort Worth, Tex.
 W. P. Tiller, Principal, Morgan County High School, Hartselle, Ala.
 Dr. Holland Holton, Duke University, Durham, N. C.

DIVISION II.

HISTORY OF THE MEETINGS OF THE COMMISSION

1. Created by the Association of Colleges and Secondary Schools of the Southern States in annual session at Tuscaloosa, Alabama, November, 1911.
2. Organized at Nashville, Tennessee, April, 1912. Joseph S. Stewart, Chairman; Bert E. Young, Secretary.
3. First annual meeting held at Spartanburg, South Carolina, November, 1912. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.
4. Called meeting held at Richmond, Virginia, April, 1913. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.
5. Second annual meeting held at Knoxville, Tennessee, November, 1913. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.
6. Third annual meeting held at Charlottesville, Virginia, October, 1914. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.
7. Fourth annual meeting held at Nashville, Tennessee, October, 1915. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.
8. Fifth annual meeting held at Durham, North Carolina, November 13-17, 1916. R. E. Blackwell, Chairman; B. W. Torreyson, Secretary.
9. Sixth annual meeting held at Atlanta, Georgia, November, 1917. W. H. Hand, Chairman; Harry Clark, Secretary.
10. Seventh annual meeting held at Nashville, Tennessee, November, 1918. McHenry Rhoades, Chairman; Harry Clark, Secretary.
11. Eighth annual meeting held at Louisville, Kentucky, December, 1919. L. L. Friend, Chairman; Harry Clark, Secretary.
12. Ninth annual meeting held at Chattanooga, Tennessee, December, 1920. A. B. Hill, Chairman; Harry Clark, Secretary.
13. Tenth annual meeting held in Birmingham, Alabama, November 29 and 30, 1921. C. A. Ives, Chairman; A. B. Hill, Secretary.
14. Eleventh annual meeting held in New Orleans, Louisiana, December 5 and 6, 1922. C. A. Ives, Chairman; Jos. Roemer, Secretary.
15. Twelfth annual meeting held in Richmond, Virginia, December 4 and 5, 1923. C. A. Ives, Chairman; Joseph Roemer, Secretary.
16. Thirteenth annual meeting held in Memphis, Tennessee, December 2 and 3, 1924. N. W. Walker, Chairman; Jos. Roemer, Secretary.
17. Fourteenth annual meeting held in Charleston, South Carolina, December 1 and 2, 1925. H. B. Heidelberg, Chairman; Jos. Roemer, Secretary.
18. Fifteenth annual meeting held in Jackson, Mississippi, November 30 and December 1, 1926. W. L. Spencer, Chairman; Jos. Roemer, Secretary.
19. Sixteenth annual meeting held in Jacksonville, Florida, November 29 and 30, 1927. J. A. Lyon, Chairman; Jos. Roemer, Secretary.
20. Seventeenth annual meeting held in Fort Worth, Texas, December 4 and 5, 1928. J. S. Stoddard, Chairman; Jos. Roemer, Secretary.

TABLE I.

SUMMARY OF SECONDARY SCHOOLS ACCREDITED BY THE COMMISSION, 1928-29

	Old Schools	Dropped	Warned	Appeals Com.	New Schools	Totals
Alabama	65	1	3	0	2	66
Florida	97	1	4	0	6	102
Georgia	95	0	28	0	5	100
Kentucky	103	1	15	0	7	109
Louisiana	92	4	6	0	5	93
Mississippi	49	0	1	0	6	55
North Carolina	83	4	5	0	13	92
South Carolina	53	1	7	0	5	57
Tennessee	67	2	7	0	16	81
Texas	150	1	7	0	42	191
Virginia	75	2	12	0	7	80
Total	929	17	95	0	114	1026

TABLE II.

SHOWING THE GROWTH OF SECONDARY SCHOOLS SINCE THE ORGANIZATION OF THE ASSOCIATION

Session	Years	Public	Private	Total
2	1896	2	11	13
3	1897	3	20	23
4	1898	3	23	26
5	1899	3	33	36
6	1900	2	38	40
7	1901	2	36	38
8	1902	4	41	45
9	1903	3	34	37
10	1904	3	34	37
11	1905	4	31	35
12	1906	4	31	35
13	1907	4	26	30
14	1908	6	26	32
15	1909	5	33	38
16	1910	6	34	40
17	1911	5	32	37
18	1912	5	33	38
*19	1913	125	36	161
†20	1914	208	70	278
21	1915	245	63	308
22	1916	269	78	347
23	1917	292	75	367
24	1918	336	73	409
25	1919	365	78	443
26	1920	329	85	414
27	1921	455	100	555
28	1922	524	104	628
29	1923	589	116	705
30	1924	625	129	754
31	1925	629	130	759
32	1926	714	133	847
33	1927	777	151	928
34	1928	864	162	1026

*No list for Florida or Arkansas.

†Full report for all thirteen Southern States.

TABLE III.

Showing Number of Public and Private Secondary Schools Accredited by the Commission for 1928-29.

STATE	Type of School		TOTAL
	PUBLIC	PRIVATE	
Alabama	54	12	66
Florida	94	8	102
Georgia	85	15	100
Kentucky	77	32	109
Louisiana	83	10	93
Mississippi	51	4	55
North Carolina	78	14	92
South Carolina	51	6	57
Tennessee	54	27	81
Texas	176	15	191
Virginia	61	19	80
TOTAL	864	162	1026
Percent of each type.....	84.2	15.8	100

A. STANDING COMMITTEES

1. JUNIOR HIGH SCHOOL

W. L. Spencer, Chairman; M. R. Hinson, N. W. Walker, H. L. Garrett, R. L. Paschal.

2. COMMITTEE ON UNIT COURSES

(a) ENGLISH

E. L. Robinson, Chairman; E. J. Mathews, Goodrich C. White, J. M. Daniel, W. R. Phelps.

(b) MATHEMATICS

Robert H. Coleman, Chairman; W. W. Bondurant, B. F. Pickett, Holland Holton.

(c) CLASSICAL LANGUAGES

R. E. Blackwell, Chairman; Father Jerome, S. M. Brame, H. B. Heidelberg, R. L. Paschal.

(d) MODERN FOREIGN LANGUAGES

Edward Conradi, Chairman; O. J. Lewis, C. T. Kirkpatrick, O. A. Shaw, Father Roy.

(e) THE SOCIAL SCIENCES

J. R. Lin, Chairman; E. R. Gabler, A. M. Blackman, H. L. Garrett, M. E. Ligon.

(f) NATURAL SCIENCES

J. A. Lyon, Chairman; Mark Godman, J. D. Fulp.

(g) PRACTICAL AND VOCATIONAL ARTS

J. A. Stoddard, Chairman; J. Henry Highsmith, E. A. Pound, Chas. F. Trudeau, J. C. Harwood, J. M. Malone.

(h) THE AESTHETIC ARTS

Joseph S. Stewart, Chairman; W. L. Spencer, Miss Juliet Jameson Poynter, W. R. Smithey, T. E. Whitaker.

(i) PHYSICAL EDUCATION

(Including Athletics)

Frank F. Hooper, Chairman; W. A. Bass, W. E. Black, F. C. Jenkins, T. E. Whitaker.

(j) BIBLE

S. J. McCallie, Chairman; J. H. Highsmith, J. M. Daniel, John C. Dawson, J. C. Woodward.

3. REVIEWING COMMITTEE ON UNIT COURSES OF STUDY

J. S. Stewart, Chairman; E. L. Robinson, Frank F. Hooper, R. E. Blackwell, Edward Conradi, J. R. Lin, J. A. Lyon, J. A. Stoddard, S. J. McCallie, R. H. Coleman.

4. PROGRAM COMMITTEE

E. J. Mathews, Chairman; J. A. Stoddard, Jos. Roemer.

5. COMMITTEE ON COOPERATION WITH THE UNITED STATES BUREAU OF EDUCATION

W. R. Smithey, M. E. Ligon, W. L. Spencer.

6. REVISION OF BLANK

J. A. Lyon, Chairman; W. L. Spencer, E. J. Mathews, E. L. Robinson, S. J. McCallie.

7. COLLEGE FRESHMEN GRADES

Joseph Roemer.

B. ROUTINE COMMITTEES

1. SPECIAL STUDIES

(a) SPECIALIZATION OF TEACHERS

M. E. Ligon, Chairman; F. C. Jenkins, E. L. Bailey.

(b) RE-ORGANIZATION AND REVISION OF STANDARDS OF THE COMMISSION

J. A. Lyon, Chairman; W. L. Spencer, E. J. Mathews, E. L. Robinson, S. J. McCallie.

(c) COMMITTEE TO PREPARE "CHECK SHEET" FOR CENTRAL REVIEWING COMMITTEE

F. C. Jenkins, Chairman; M. R. Hinson, Miss Juliet Jameson Poynter.

(d) RELATION OF THE SECONDARY SCHOOL TO THE JUNIOR COLLEGE

S. B. Hall, Chairman; C. G. Crooks, E. L. Robinson.

(e) REVISION OF LIBRARY STANDARDS

J. H. Highsmith, Chairman; F. C. Jenkins, S. J. McCallie, J. M. Daniels.

(f) APPROVING OR RATING OF NEGRO SECONDARY SCHOOLS

J. H. Highsmith, Chairman; E. A. Pound, S. M. Brame.

(g) PROPOSED JOINT STUDY OF SECONDARY EDUCATION BY THE REGIONAL STANDARDIZING AGENCIES IN 1930.

Joseph Roemer.

2. RETIRING COMMITTEES

(a) AUDITING COMMITTEE

F. C. Jenkins, Chairman; E. L. Robinson, Miss Juliet Jameson Poynter.

(b) BUDGET COMMITTEE

W. L. Spencer, Chairman; J. C. Harwood, R. L. Paschal.

(c) APPEALS COMMITTEE

W. E. Black, Chairman; E. A. Pound, T. E. Whitaker, M. E. Ligon, W. A. Bass.

(d) NOMINATING COMMITTEE

M. E. Ligon, Chairman; J. R. Lin, W. R. Phelps.

C. CENTRAL REVIEWING COMMITTEE

<i>Alabama</i> —SPENCER	1 year
<i>Florida</i> —HINSON	1 year
<i>Georgia</i> —POUND	1 year
<i>Kentucky</i> —LIGON	2 years
<i>Louisiana</i> —GARRETT	2 years
<i>Mississippi</i> —JENKINS	2 years
<i>North Carolina</i> —HIGHSMITH	2 years
<i>South Carolina</i> —COLEMAN	3 years
<i>Tennessee</i> —KIRKPATRICK	3 years
<i>Texas</i> —MATHEWS	3 years
<i>Virginia</i> —SMITHEY	3 years

MINUTES OF THE MEETING OF THE COMMISSION ON ACCREDITED SCHOOLS

MORNING SESSION

TUESDAY, DECEMBER 4, 1928

The Commission on Secondary Schools of the Association of Colleges of the Southern States was called to order by the Chairman, J. A. Stoddard, of the University of South Carolina, at 9:00 a. m. on December 4, 1928.

Immediately after Roll Call, the Chairman of each State Committee introduced all the new members of the Commission, and all other visiting friends from his State in the Conference.

The many visitors were recognized and introduced.

Upon the vote of the Commission, the minutes of the previous session were rapidly reviewed by the Secretary. It was deemed unnecessary to read them in detail as they had already been printed in the Proceedings of the previous year.

GREETINGS FROM THE PRESIDENT

Superintendent H. M. Ivy, of Meridian, Miss., President of the Association, was introduced at this point by Chairman Stoddard. President Ivy gave a most hearty word of welcome to the members of the Commission.

VACANCIES ON THE COMMISSION

Question arose as to the vacancies on the Commission, due to absences or resignations. The Chair ruled that all Professors of Secondary Education and State Supervisors of High Schools were *ex officio* members of the Commission, without requiring any action by the Association proper.

At this point, a discussion arose as to the advisability of asking visiting friends to serve on the Reviewing Committees. A motion was made that they be invited to assist in the reviewing work and be empowered to vote. After considerable discussion, the motion was lost and only the members of the Commission were instructed to act on the Reviewing Committees.

ARTICLE X

Article 10, of the Standards of the Commission, was next taken up. It developed in the discussion that all the States, except Florida and Tennessee, were adhering strictly to this ruling, namely: that all private schools of any character accredited by the Commission are first required to be listed as accredited schools by the State Department of Education.

REORGANIZATION OF MACHINERY FOR REVIEWING BLANKS

The Commission next took up the matter of the reorganization of the machinery on reviewing of blanks. A heated discussion occurred, resulting in the adoption of the recommendations made in 1927, and printed on pages 110-11 of the Proceedings of that year. The report adopted was as follows:

We believe that one of the Chief purposes of the Commission on Secondary Schools is the development of high standards in the several states. In order to secure a greater degree of effectiveness and uniformity in the administration of requirements, we make the following recommendations:

1. That a committee to be known as the Central Reviewing Committee, consisting of one member from each member state, be created. This one committee to perform the duties now handled by the various reviewing committees.

2. That the Central Reviewing Committee shall be appointed by the Chairman of the Commission. The term shall be three years, provided, however, that the first committee shall be appointed three for one year, four for two years, and four for three years. And it is recommended that, on the committee, there should be representation of the various groups in the Commission.

3. That the Central Reviewing Committee displace the present reviewing committee, one for each state, but that the Appeals Committee be continued to hear appeals from the Central Committee and to report to the Commission, as at present.

4. That the Central Reviewing Committee meet on Monday morning of convention week, and report to the Commission not later than 10:00 o'clock on Wednesday morning.

5. That the reports in each state be carefully analyzed in advance by the State Committee of that state, each making up a check sheet, and that the report and check sheet from each state be placed in the hands of the Chairman of the Central Reviewing Committee not later than Monday morning of convention week.

6. That the Central Reviewing Committee, after studying the standards together and coming to a common understanding of them, subdivide itself into committees to handle certain groups of reports, one for new schools falling short in meeting the standards, and one for schools reported to be satisfactory; all schools, however, to be passed upon finally by the Central Reviewing Committee as a whole.

7. That all by-laws, regulations, etc., in conflict with these proposals, be hereby repealed or amended to the extent of such conflict.

The question arose at this point as to who would appoint this *Central Reviewing Committee*. After some discussion, it was moved and carried that the retiring chairman of the Commission appoint said committee.

A motion was also carried, authorizing the Chairman to appoint a committee to prepare a "check sheet" to be used by the Central Reviewing Committee in its work for next year.

Chairman Stoddard announced, before making the appointment of the Central Reviewing Committee, he would appreciate having a recommendation from each State Committee concerning the proper member of that State for the Committee.

Mr. Mathews made the following motion, which was carried:

"I move that a committee be appointed to propose definite amendments of the By-Laws and Constitution that would make this change operative. I move that Dr. Lyon, who is the most capable expert among us, be appointed to render this service."

It was clearly stated that the machinery adopted for the reviewing of blanks would not go into effect until the next annual meeting of the Commission.

INTERPRETATION OF STANDARDS

The Commission next took up the matter of interpretation of standards. A lively discussion immediately arose regarding the whole problem—of the size of classes, the teaching load and the pupil load that should govern the workings of the Commission.

Mr. Mathews moved that a committee be appointed to study and bring in a revision of the rule, with reference to the size of classes.

Mr. Paschal, after considerable discussion of the motion, moved—

"That we add to the duty of that committee the investigation of the percent of pupils that may be allowed to take more than the normal load of four subjects."

This amendment was carried.

Mr. Blackman, after considerable discussion of the above motion as amended, moved—

"That this same committee be empowered to consider the 150 pupil-period per day of the 750 pupil-period per week regulation, along with the other problems stated above."

This amendment to the motion as already amended, after considerable discussion, was adopted.

Mr. Spencer then moved—

"That the Reviewing Committee present recommendations on this motion as amended at the next annual meeting."

After much discussion of the matter at this point, Mr. Hall made the following substitute motion:

"That, in view of the oldness of our complete set of standards, we not delegate this matter at all to a Reviewing Committee to report back next year, but that we appoint a committee to work the entire organization over, not in the light of tradition, but in the light of modern scientific investigation, and revise our complete set of standards, and report back next year."

This motion was adopted.

Following this long discussion, the Chair announced that the effect of the passage of the above substitute motion took care of the work of the Commission for another year; that it did not, in any way, settle many problems before the Commission that must be handled at its present session.

At this point, Mr. Smithey, of Virginia, announced that if we adhered strictly to the interpretation of the standard regarding the size of classes, namely: a maximum of thirty (30) each, we would automatically take off of the accredited list of Virginia practically all of the large City High Schools in the Association.

Mr. Blackman made the same statement, in effect, concerning the large High Schools of Dallas and other Texas cities.

Dr. Stewart, in effect, substantiated this same statement regarding the large High Schools of Georgia.

The courtesy of the floor at this time was extended to Mr. Stockard, Director of High Schools, of Dallas, who made a very earnest appeal for the repeal of this standard. His contention was that the standard worked great hardship upon all the Dallas High Schools, and was absolutely unfounded upon modern scientific investigation. He quoted facts from studies that have been made in the Dallas High Schools, and showed that the size of the classes had nothing at all to do with the percentage of failures in the classes.

After expressions of a similar nature from a number of other members of the Commission, Dr. Smithey made the following motion:

"That we do this year as we have done in the past."

The effect of this motion was, that we set aside temporarily the standard of the Commission which has to do with the size of classes, the number of credits a pupil may carry, or the teaching load, until this special committee can make this report a year later.

Before adjourning, the Chairman made the following appointments of committees:

REVIEWING COMMITTEE ASSIGNMENTS (1928)

Alabama—Spencer, Pound, Harwood.

Florida—Roemer, Godman, Johnston, Daniel, Roy.

Georgia—Stewart, Hinson, Lyon, McCallie, Mathews.

Kentucky—Ligon, G. H. Yeuell, Brame, Whitaker, Paschal, Conradi.

Louisiana—Trudeau, Jerome, Dawson, Lewis.

Mississippi—Jenkins, Blackwell, Bondurant.

North Carolina—Highsmith, Woodward, Hovater, Gabler.

South Carolina—Black, Garrett, Lin, Stoddard.

Tennessee—Bass, White, Pointer, Shaw.

Texas—Blackman, Flowers, Coleman, Phelps, Robinson, Malone.

Virginia—Smithey, Pickett, Belka, Kirkpatrick, Hall.

The Commission adjourned until 4:00 p. m., the time intervening to be used by the Reviewing Committee in working the blanks.

TUESDAY, DECEMBER 4, 1928

AFTERNOON SESSION

Chairman Stoddard called the Commission to order at 4:00 p. m. The first item of business was the appointment of the members of the Committee to prepare a check sheet for the Central Reviewing Committee. The Chairman also appointed at this time the Committee of Five to study the Standards and the Constitution and By-Laws of the Commission for the purpose of revising the same. These committees will be found listed under the committees reported elsewhere in the Proceedings.

At this point the reports of the Reviewing Committees were heard. The following represents the summary of their reports:

	Old Schools	Dropped	Warned	New Schools	Total
Alabama	65	1	3	2	66
Florida	97	1	4	6	102
Georgia	95	0	28	5	100
Kentucky	103	0	15	7	109
Louisiana	92	4	6	5	93
Mississippi	49	0	1	6	55
North Carolina	83	4	5	13	92
South Carolina	53	1	7	5	57
Tennessee	67	2	7	16	81
Texas	150	1	7	42	191
Virginia	75	2	12	7	80
TOTAL	929	17	95	114	1026

EXTRA-TERRITORIAL ACCREDITATION

The next item of business was under the heading of Problems of the Commission. The first item to do with the accreditation of schools in territories outside of the Southern Association. The Secretary and Chairman of the Commission presented the corre-

spondence which had been carried on during the year with the Secondary Schools of the Canal Zone. A letter was also read from a Secondary School in Cuba, asking for accreditation by the Association.

After considerable discussion, the whole matter of extra-territorial accreditation was referred to the Executive Committee by a motion from Mr. Spencer.

Mr. Highsmith, in this connection, moved that it be the consensus of opinion of this body that the Commission on Secondary Schools look with favor upon the matter of accrediting schools in the territory in the insular possessions of the United States. This motion was passed.

The fact was brought out in this connection by the Secretary that the Secondary Schools in the Canal Zone had already received an official invitation from the Association of Colleges and Secondary Schools of the Middle States and Maryland to apply for membership in that organization. The Commission decided that this should dispose of the whole matter since it would be useless to have double accreditation of these schools.

The next item was the question of approving or rating of negro Secondary Schools. A very heated argument followed in connection with this question.

After much discussion, the following motion prevailed:

"That a Committee of three persons be appointed by the Chairman to co-operate with a committee from the Commission on Higher Education for the consideration of the matter of approving or rating Negro High Schools and Colleges in the states represented in the Southern Association."

The Chair appointed the following Committee:

J. H. Highsmith, Chairman; E. A. Pound, S. M. Brame.

For the final action on this whole matter the reader is referred to the minutes of the Executive Committee published elsewhere in this Proceedings.

There being no further business, the Commission adjourned, to meet at 9:00 a. m., Wednesday, December 5, 1928.

WEDNESDAY MORNING, DECEMBER 5, 1928

The first item of the program was the report of the Appeals Committee. The following report was made:

The Appeals Committee received for consideration reports from schools, as follows:

STATE—	No. SCHOOLS	ACTION OF COMMITTEE
Kentucky	1	Advised and warned
South Carolina	4	Warned
Virginia	1	Dropped
(Signed) M. E. LIGON, Chairman.		
E. A. POUND,		
W. E. BLACK,		
W. A. BASS.		

The second item of business was the report of M. E. Ligon on "Specialization of Teachers." The report follows:

A REPORT OF THE COMMITTEE ON THE SPECIALIZATION OF TEACHERS IN THE SECONDARY SCHOOLS ACCREDITED BY THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES:

Our report last year was concerned with two major questions: (1) What is the relationship between subjects taught and the special training received in these subjects as represented by college majors and minors? (2) What are the teaching combinations found in the secondary schools? The facts indicated that approximately 75 per cent of the teachers are teaching at least one subject in which they have made special preparation. Only about 43 per cent of the teachers are teaching their major subjects. It was found that there was no well-defined plan of arranging teaching combinations of subjects with respect to the special training of the teacher.

Our report this year is concerned with the preparation of the teachers measured in semester hours of college work in the subjects which they are teaching. Items 3, 4, 5 and 6 of the questionnaire called for the preparation of the teachers in semester hours. The replies were given in semester hours by the majority of the teachers. Some teachers gave their preparation in "term hours". Others in "class hours" and still others in clock hours. An attempt has been made to reduce these several measures to semester hours. Some mistakes have been made and no doubt a small percentage of error is present. However, this error is not sufficient to vitiate the general result.

On the basis of item 13 of the questionnaire, which calls for the experience of the teachers, the teachers were arbitrarily divided into three groups: (1) The teachers who had no experience and who were teaching their first year; (2) the teachers who had 2 to 5 years of experience; and (3) those who had 6 or more years of experience. The training in semester hours for each teacher in each group by subjects by states was tabulated. This tabulation composed the first set of tables. Tabulations by subjects by states were then made. These made up the second series of tables. The totals of the second series of tables represent the tables presented in this report.

Tables I, II, III and IV of this report represent composites of the tables made for all of the eleven southern states. In the column at the left is shown the number of semester hours of preparation. Opposite each interval of preparation under each subject is placed the number of teachers teaching the subject. For example, in Table I opposite number hours of preparation is shown 8 teachers teaching agriculture; 36 teachers teaching commercial subjects, etc., across the table. Tables II, III and IV are read in the same manner. At the bottom of each column is shown the total number of teachers and the median hours of preparation.

TABLE I
NUMBER OF HOURS OF PREPARATION BY SUBJECTS WHICH TEACHERS OF NO EXPERIENCE TEACH
NUMBER OF TEACHERS BY SUBJECTS

No. Hours Preparation	Agriculture	Commercial	English	Home Economics	Latin	French	Spanish	Manual Arts	Mathematics	Music	Science	Biological Science	Physics	Chemistry	Social Science	History	American History	Civics	TOTAL
0	8	36	8	5	15	0	6	12	20	4	18	22	12	3	18	14	3	63	267
1	0	0	0	0	0	0	0	0	0	0	1	5	0	0	0	1	1	2	10
2-4	0	8	2	3	2	0	0	2	8	0	12	17	3	1	6	11	4	4	83
5-7	1	10	13	0	13	11	1	1	51	1	10	26	21	11	8	38	6	12	234
8-10	2	10	13	2	10	6	10	2	45	1	15	25	19	15	6	27	4	1	213
11-13	2	11	48	5	20	25	14	3	45	2	25	11	10	8	12	37	3	7	288
14-16	2	14	28	3	11	16	3	2	28	4	26	10	6	11	4	25	2	1	196
17-19	1	5	47	5	9	22	17	3	25	1	18	9	2	7	9	37	3	1	221
20-22	2	9	32	7	21	9	9	4	27	1	15	10	4	9	7	23	2	1	192
23-25	1	5	67	9	33	16	11	5	37	3	13	6	9	4	8	33	1	1	262
26-28	0	1	42	4	16	8	5	5	20	1	12	4	1	2	4	13	0	0	138
29-31	0	2	53	8	6	4	4	3	21	3	9	6	3	8	8	23	2	2	165
32-34	0	2	41	9	5	6	1	1	12	4	7	1	1	5	2	8	1	0	106
35-37	1	3	49	13	4	6	1	5	9	1	9	2	0	2	1	12	2	1	121
38-40	8	7	31	28	3	3	3	3	4	4	17	1	1	4	3	5	0	1	126
41-up	4	6	36	36	2	2	4	4	3	7	20	6	2	5	1	11	0	0	149
TOTAL	32	129	510	137	170	134	89	55	355	37	227	161	94	95	97	318	34	97	2771
Median	20.0	11.1	25.9	36.9	20.7	18.2	18.8	21.9	14.9	29.5	18.1	9.3	9.8	16.5	13.6	17.5	10.3	0	18.0

TABLE II

NUMBER OF HOURS OF PREPARATION BY SUBJECTS WHICH TEACHERS OF 2 TO 5 YEARS EXPERIENCE TEACH

NUMBER OF TEACHERS BY SUBJECTS

No. Hours Preparation	Agriculture	Commercial	English	Home Economics	Latin	French	Spanish	Manual Arts	Mathematics	Music	Science	Biological Science	Physics	Chemistry	Social Science	History	American History	Civics	TOTAL
0	12	91	11	13	27	6	9	18	34	8	19	40	12	6	21	29	3	75	434
1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	2	0	1	5
2-4	2	21	5	4	9	0	0	4	36	0	7	18	6	2	4	21	0	17	156
5-7	2	20	9	6	24	7	11	6	87	2	15	52	30	13	7	54	5	15	365
8-10	3	24	32	9	23	21	15	4	83	5	31	31	34	24	10	60	10	16	435
11-13	1	24	68	17	41	40	32	3	99	1	42	16	17	13	20	87	9	8	539
14-16	1	18	62	8	24	30	13	4	75	0	29	13	14	12	10	44	6	6	369
17-19	1	20	89	17	38	24	27	5	68	3	41	20	11	21	22	71	5	2	485
20-22	2	15	69	21	28	21	22	6	64	0	24	16	10	12	5	41	4	6	366
23-25	2	7	154	33	66	47	33	13	77	3	30	21	7	19	20	63	3	1	599
26-28	0	7	84	5	16	21	11	5	49	3	18	9	4	14	3	33	2	0	284
29-31	2	6	114	17	17	22	17	4	37	3	29	7	3	13	4	37	4	1	337
32-34	1	9	65	34	7	6	2	1	24	2	21	6	0	9	9	15	0	1	212
35-37	7	3	87	35	10	7	11	6	25	1	17	8	3	8	4	24	0	0	256
38-40	14	2	58	25	5	10	4	0	15	3	49	6	0	17	8	8	0	2	226
41-up	15	12	86	111	9	1	13	13	8	11	47	14	0	15	1	22	0	5	383
Total	65	279	994	355	344	263	220	92	781	45	419	277	152	198	148	611	51	156	5450
Median	36.5	8.9	24.0	34.4	18.9	20.5	20.4	21.0	16.1	26.5	23.1	10.8	10.4	22.0	17.3	17.3	13.5	2.3	19.7

TABLE III

NUMBER OF HOURS OF PREPARATION BY SUBJECTS WHICH TEACHERS OF 6 AND MORE YEARS EXPERIENCE TEACH

NUMBER OF TEACHERS BY SUBJECTS

No. Hours Preparation	Agriculture	Commercial	English	Home Economics	Latin	French	Spanish	Manual Arts	Mathematics	Music	Science	Biological Science	Physics	Chemistry	Social Science	History	American History	Civics	TOTAL
0	10	124	30	12	30	15	18	36	64	13	14	33	15	7	11	38	8	124	602
1	0	8	1	0	0	0	0	0	0	0	1	0	1	1	1	3	0	0	16
2-4	0	34	9	2	10	4	2	5	39	1	10	17	5	5	2	20	2	14	181
5-7	0	22	22	6	27	18	15	3	102	2	6	25	31	12	13	53	6	23	386
8-10	5	22	37	7	43	9	7	9	122	6	23	25	24	23	9	43	5	7	426
11-13	2	17	71	10	72	30	21	12	162	0	26	16	20	13	11	71	33	6	563
14-16	1	25	74	10	48	14	9	7	122	1	23	19	19	13	3	60	3	6	457
17-19	1	22	97	12	59	26	25	5	96	6	18	9	11	14	11	68	3	5	488
20-22	1	18	96	17	55	16	17	11	115	1	25	13	11	19	10	71	1	3	500
23-25	1	13	188	36	97	28	23	6	124	4	26	18	6	20	11	99	6	2	708
26-28	1	5	87	16	24	15	16	4	68	4	21	5	1	9	4	32	1	3	316
29-31	1	9	124	23	47	11	12	12	77	1	19	7	5	14	1	52	1	2	418
32-34	0	5	79	17	17	8	9	3	26	2	10	5	5	10	2	13	0	0	211
35-37	3	6	78	20	19	6	5	8	35	2	5	5	7	8	4	29	0	2	242
38-40	17	12	76	43	26	15	5	7	38	10	35	5	2	11	4	25	0	3	334
41-up	12	19	120	69	29	3	9	26	17	17	25	14	5	14	3	44	0	0	426
Total	55	361	1189	300	603	218	193	154	1207	70	287	216	168	193	100	721	39	200	6274
Median	38.2	6.9	25.5	31.9	20.7	19.2	19.9	20.5	16.8	26.8	22.7	12.5	12.2	21.3	17.0	20.2	10.1	0	20.1

TABLE IV
NUMBER OF HOURS OF PREPARATION BY SUBJECTS WHICH TEACHERS TEACH
NUMBER OF TEACHERS BY SUBJECTS

No. Hours Preparation	Agriculture	Commercial	English	Home Economics	Latin	French	Spanish	Manual Arts	Mathematics	Music	Science	Biological Science	Physics	Chemistry	Social Science	History	American History	Civics	TOTAL
0	30	251	49	30	72	21	33	66	118	25	51	95	39	16	50	81	14	262	1303
1	0	8	2	0	0	0	0	0	0	0	2	5	2	1	1	6	1	3	31
2-4	2	63	16	9	21	4	2	11	83	1	29	52	14	8	12	52	6	35	420
5-7	3	52	44	12	64	36	27	10	240	5	31	103	82	36	28	145	17	50	985
8-10	10	56	82	18	76	36	32	15	250	12	69	81	77	62	25	130	19	24	1074
11-13	5	52	187	32	133	95	67	18	306	3	93	43	47	34	43	195	15	21	1389
14-16	4	57	164	21	83	60	25	13	225	5	78	42	39	36	17	129	11	13	1022
17-19	3	47	233	34	106	72	69	13	189	10	77	38	24	42	42	176	11	8	1194
20-22	5	42	197	45	104	46	48	21	206	2	64	39	25	40	22	135	7	10	1058
23-25	4	25	409	78	196	91	67	24	238	10	69	45	22	43	39	195	10	4	1569
26-28	1	13	213	25	56	44	32	14	137	8	51	18	6	25	11	78	3	3	738
29-31	3	17	291	48	70	37	33	19	135	7	57	20	11	35	13	112	7	5	920
32-34	1	16	185	60	29	20	12	5	62	8	38	12	6	24	13	36	1	1	529
35-37	11	12	214	68	33	19	17	19	69	4	31	15	10	18	9	65	2	3	619
38-40	39	21	165	96	34	28	12	10	57	17	101	12	3	32	15	38	0	6	686
41-up	31	37	242	216	40	6	26	43	28	35	92	34	7	34	5	77	0	5	958
Total	152	769	2693	792	1117	615	502	301	2343	152	933	654	414	486	345	1650	124	453	14495
Median	36.3	8.5	25.7	34.2	20.1	19.3	19.8	22.5	16.3	27.1	21.4	13.9	10.7	20.6	16.4	18.5	12.0	0	19.6

The space allotted to this report will not permit of the presentation of the tables prepared for each state and of tables comparing the results with the results of similar studies in states outside the territory of the Southern Association. These tables will be given in the complete report. The tables for each of the eleven states show that the preparation of teachers is about the same. The results of the four tables given in this report confirm the conclusions drawn from the study reported in 1927. It was pointed out in that report that inadequate attention has been given by the colleges to the curricula for the preparation of teachers; that the several states have been issuing blanket certificates; and that apparently no well-defined plan of subject combinations had been worked out by superintendents and principals in the assignment of teachers to their respective positions.

The facts brought out in this study to date have not been studied sufficiently to make definite recommendations to the commission as to future procedure. The facts appear to indicate that the two commissions could render a great service to secondary education by the appointment of a joint committee of adequate size to study the following questions:

1. Unit courses of study to be offered in the secondary schools of the Association.
2. Curricula offered in the colleges of the Association for the preparation of teachers.
3. The certification of teachers by the states looking toward the certification of teachers by subjects in which they had made special preparation.
4. The subject combinations for which teachers should be trained and to which they should be assigned in the schools.

The four problems named in the preceding paragraph go hand in hand. This study indicates that there has not been much co-ordination in the administration of these practical problems. The fixing of the subjects to be taught in the high school, the fixing of the curricula to be taught in the colleges for teachers, the certification of teachers and the subject combinations to be taught in the schools make up the one big problem of training and placing teachers in positions for which they have been truly prepared.

At the close of the report, an interesting discussion followed. The following resolution was adopted:

(1) That, by agreement between the Chairman of this Committee and the Editor of the High School Quarterly, such of this information as can conveniently be published by installments in the Quarterly, be so published, and that (2) the complete report of the committee subject to the approval of the Executive Committee of the Association, and the right of partial publication in the Quarterly, be released to M. E. Ligon, Chairman, for publication by the University of Kentucky.

The next item was Mr. Spencer's report on Junior High Schools. His report in full follows:

THE TRAINING OF JUNIOR HIGH SCHOOL TEACHERS

(A report prepared by Paul Houchell, State Normal School, Florence, Alabama)

In view of the questions raised in the special junior high school report before this group one year ago, in which references were made to the special training of teachers for work in junior high schools, and in which the need for such training was stressed, this topic seems to be especially appropriate at this time.

The findings here presented are shaped largely by a fuller study along the same lines which was made during the past year.¹ In this paper a tentative answer is offered to two main questions:

1. What should be the training of teachers for junior high school service?
2. To what extent do present junior high school teachers have such training?

A. TRAINING NEEDED FOR JUNIOR HIGH SCHOOL TEACHING

The training of junior high school teachers must be shaped by the services they are to render. Inevitably, this calls up the nature of the junior high school as to the only proper starting point. The procedure in this paper is to attempt answers to several related questions in turn.

I. *What are the purposes of the junior high school?*

As a feature of the Cardinal Principles Report², the junior-senior high school was proposed as the organization through which the seven main objectives should be realized. Almost immediately there was a flood of discussion of the junior high school and its functions, which still goes on. Three summaries of these discussions, reported by Briggs³, Koos⁴, and in the Fifth Yearbook⁵, Department of Superintendence, are drawn upon here. The items which receive common emphasis in two or more of these reports when they have been paralleled and analyzed, furnish a basis for stating 14 purposes of the junior high school, as follows:

1. To recognize the nature of the child at adolescence.
2. To provide for individual differences in ability and interests.
3. To provide for exploration of interests, aptitudes, and capacities of pupils.
4. To provide educational guidance for pupils.
5. To provide for profitable self-activity and the development of social interests.
6. To develop qualities of good citizenship in the school community.
7. To provide guidance in the tentative choice and try-out of occupation.
8. To effect a reorganization of subject matter to fit the needs of the adolescent pupil.
9. To provide better teachers and conditions of teaching.
10. To secure better scholarship by enrichment and direction of learning.
11. To retain pupils in school through their interest in an offering that causes them to live richly in the present.
12. To effect economy of time through earlier introduction of secondary subjects and by enrichment of subject matter.
13. To produce an evenly coordinated progress from elementary through secondary education by making the junior high school a composite of both.
14. To round out a distinct stage of training beyond elementary school.

It is interesting to note that a careful rereading of the "Cardinal Principles" Report reveals at least one clear-cut argument which might serve as a basis for each of these 14 statements of purpose. This is another indication that the list is significant.

¹Houchell, Paul—The Training of Junior High School Teachers, Contributions to Education, George Peabody College for Teachers, Nashville, 1928.

²N. E. A. Committee Report—Cardinal Principles of Secondary Education, U. S. Bureau of Education, Bulletin 1918, No. 35.

³Briggs, T. H.—"What is the Junior High School?" Educational Administration and Supervision, 6; 181-186, 1920.

⁴Koos, L. V.—The Junior High School, Ginn and Company, 1927, p. 17.

⁵Fifth Yearbook, Department of Superintendence—The Junior High School Curriculum, National Education Association, Washington, 1927, pp. 20-21.

It should be made clear that there is no thought of stating purposes of the junior high school as opposed to the traditional organization which preceded it, but rather to arrive at the basic principles for this integral unit of school organization.

The list of purposes of the junior high school connects directly with the next phase of treatment.

II. *Through what features of school organization may these purposes be realized?*

A long list of features of organization in the junior high school has received emphasis in educational literature of the past ten years. The principal items of such a list have been checked against each of the 14 purposes above for any expressed relation in nine prominent book-length discussions⁶ of the junior high school. There are significant expressions of relations for 37 features, as follows:

1. Wider range in curricular offerings
2. Elective offerings to satisfy needs of pupils
3. Gradual transition in differentiation
4. Integration of curricular offering by constants
5. Exploration of curricular offerings by pupils
6. Earlier introduction of secondary school subjects
7. Reorganization of subject matter
8. Try-out courses in subject matter
9. Try-out courses in occupations
10. Educational guidance for pupils
11. Vocational guidance for pupils
12. Some study of leading occupations
13. Extended courses in some occupations
14. Emphasis upon social studies
15. Provisions for welfare of pupils
16. Definite school program for guidance
17. Home-room organization of school
18. School program for club activity
19. Socialized assembly period
20. New and better teaching materials
21. Exploration to determine interests, etc.
22. Provisions for individual differences of pupils
23. Minimum essentials for slower pupils
24. Socialized procedure in teaching
25. Use of improved teaching methods
26. Supervision of study and learning
27. Departmental assignment of teachers
28. Promotion of pupils by subjects
29. Homogeneous ability grouping of pupils

⁶Authors, titles, and dates of publication follow:

- Briggs, T. H.—The Junior High School, 1920
 VanDenberg, J. K.—The Junior High School Idea, 1922
 Davis, C. O.—Junior High School Education, 1924
 Glass, J. M.—Manual for Junior High Schools (Pa.), 1925
 Spaulding, F. T.—The Small Junior High School, 1927
 Smith, W. A.—The Junior High School, 1925
 Pechstein, L. A. & McGregor, A. L.—Psychology of the Junior High School Pupil, 1924
 Thomas-Tindal, E. V. & Myers, J. D.—Junior High School Life, 1924
 Koos, L. V.—The Junior High School, 1927.

30. Acceleration of abler pupils
31. Special tutoring of slower pupils
32. Pupil participation in school management
33. Better training of teachers
34. Educational excursions to points of interest
35. Home interest in the work of pupils
36. Emphasis upon school as a community
37. Miscellaneous administrative provisions

These 37 features of organization will embrace the principal duties of teachers and are a proper basis for training those who will work in junior high schools.

III. What relation has the junior high school program of studies to purposes and organization...

In the light of changes since 1916, and in consideration of the core curriculum proposed by Glass⁷, together with the movement to relieve the third year of the burden of preparing for college, as provided in the North Central Association, it can be stated with some certainty that in the next few years the junior high school program of studies will approximate these groups:

Constants: English, Social Studies, Mathematics, Science, Practical Arts, and Fine Arts.

Electives: Foreign Languages, Commercial Subjects, and Vocational Subjects.

Extra-Curricular, but definitely planned as a part of the school offering and written into the regular schedule: Guidance, the Social Program, Club Work, and Citizenship Activities.

These groups will constitute the subject matter which teachers will use in perfecting the modern junior high school into a well-rounded organization which includes the features listed above. Such a program of studies thus becomes really harmonious with the undertakings of the junior high school and contributory to its objectives as set out in the "Cardinal Principles" Report.

IV. What should junior high school teachers be able to do?

Considering both the features of organization and program of studies, the nine book sources referred to above were consulted for statements, or clear implications, of abilities needed by teachers in connection with each feature. This procedure yielded over 300 statements of needed abilities, some samples of which are here given:

Knowledge of the aims of junior high school education

Ability to organize subject matter for the three-year junior high school period

Understanding of the relation of junior high school to other school units

Breadth of view to include subjects other than a teaching specialty

Thorough scholarship in subjects which are taught

Ability to organize try-out courses in subject matter

Academic background as a basis for educational guidance

Understanding of the duties of the classroom teacher in vocational guidance

Ability to guide pupils with their health problems

Ability to act as counselor for a group of pupils

Since abilities such as these, when they shall have been completely listed, constitute the needs of teachers for full performance of the duties of teaching, including all phases of junior high school life, they may be thought of as specific objectives for the training of teachers for this service.

⁷Glass, J. M.—Curriculum Practices in the Junior High School and in Grades 5 and 6, University of Chicago, 1924.

The list of specific objectives are next grouped under logical headings which are determined by the list, when those alike are grouped together, losing sight for the time of the connections in which they were originally listed. This procedure results in the following large groups:

1. General information and breadth of knowledge
2. Social backgrounds and perspective
3. Special academic preparation in subjects which are to be taught
4. The organization and administration of the junior high school
5. The nature of the child at adolescent age
6. The educational applications of psychology
7. Problems of measurement and individual difference among pupils
8. The extra-curriculum activities of the junior high school
9. Practice in applications in real teaching situations
10. The nature of subject matter from the teaching standpoint
11. General teaching procedure
12. Abilities doubtful of classification or training.

Such a list of specific objectives for training grouped in this way, becomes a means of checking the content of the program of studies and of particular courses in training institutions to see if desired training for junior high school teachers is being given.

In conclusion for this part of this paper, it is in order to state that the training of junior high school teachers should be in relation to the work they must do in service. One procedure for securing this relation through specific objectives is here proposed.

B. THE TRAINING OF PRESENT JUNIOR HIGH SCHOOL TEACHERS

The second part of this report is based upon the training records of teachers in service. It deals with:

1. The total training of 1863 teachers in junior high school grades in Alabama and of 830 teachers in selected schools of Alabama and twenty-nine other states.
2. Special training for junior high school teaching of 830 teachers in selected schools, using the groupings arrived at in the first part.

I. *What total training have junior high school teachers?*

The total training above high school for 1863 Alabama teachers who worked in junior high school grades during the school year 1927-28 is shown in the summary below, based upon official records. It seems well to present this data because Alabama is more completely committed to the junior high school organization than any other state.

TABLE I.

TOTAL TRAINING ABOVE HIGH SCHOOL FOR 1863 JUNIOR HIGH SCHOOL TEACHERS
IN ALABAMA DURING THE YEAR 1927-28

Months of Training Beyond High School	Number of Teachers Having this Training	
	In Country	In City
No. Training	42	11
4 or less	66	6
4.5 to 8.5	101	8
9 to 13	171	18
13.5 to 17.5	118	17
18 to 22	505	76
22.5 to 26.5	104	34
27 to 31	76	30
31.5 to 35.5	30	12
36 to 40	276	139
40.5 to 44.5	7	8
45 and above	4	4

For the total group of 1863 teachers, 97.2 per cent have some training above high school, the lower quartile being 16.13 months, the median 20.9 months, the mean average 20.96 months, and the upper quartile 33 months.

The total training of 830 teachers in selected schools, which rank among the best in their respective sections by available criteria, is given in the table following in comparison with the same item for unselected teachers in Alabama.

TABLE II.

SUMMARY OF TOTAL TRAINING ABOVE HIGH SCHOOL FOR 830 SELECTED TEACHERS IN COMPARISON WITH 1863 UNSELECTED

Groups of Teachers	Nos. of Teachers	Per Cent Having Training	Months of Training		
			Q1	Median	Q3
Alabama Selected	124	99.2	23.16	32.25	38.34
Southern States	254	96.5	26.81	37.04	39.38
North Central	292	99.3	28.95	37.27	39.54
Selected Cities	160	97.5	26.72	36.94	39.94
Total Selected	830	98.1	27.57	37.10	39.32
Alabama Unselected	1863	97.2	16.13	20.90	33.

The above tabulation of the training of teachers in selected junior high schools shows conclusively that four years of college training has been accepted as the standard amount, since the median teacher among 830 already has more than that amount. Each group except Alabama also has a median amount above four years. That four years is the accepted standard for amount of training is shown by the training of the first 60 teachers of each group who have started work during the past five years, as the lower quartile amount for these 240 teachers is exactly four years.

II. *What special training have junior high school teachers?*

In order to secure information on special training in terms proposed in the first part of this report it is necessary to find subject equivalents in teacher-training for the groupings of objectives suggested. The following assumptions are made:

1. Academic preparation in subjects to be taught is expressed in terms of major and minor subjects studied.
2. The organization and administration of junior high school is the subject matter of the average introductory course on junior high school.
3. The nature of the child at adolescence is treated in courses in psychology of adolescence.
4. The educational applications of psychology and problems of measurement and individual differences are included in other courses in psychology which are distinctly educational.
5. Extra-curriculum activities of junior high schools are presented in courses which can be identified by this title.
6. Practice in applications of training is given in courses in observation, participation, and actual teaching in training schools of teacher-training institutions.
7. The nature of subject matter for the teaching standpoint is treated in courses in the methods of teaching particular subjects, especially in major and minor subjects.
8. General teaching procedures are embraced in courses in education not included in the foregoing classifications.

A question blank asking for amounts of training in each of the foregoing items was filled by the teachers in selected schools and furnishes the information for the tables which follow.

TABLE III.

SUMMARY OF TRAINING IN MAJOR AND MINOR SUBJECTS FOR 830 SELECTED JUNIOR HIGH SCHOOL TEACHERS

Groups of Teachers	Nos. of Teachers	Per Cent Having Training	Q1	Quarter Hours Median	Q3
Alabama					
Major	124	77.4	26.67	34.87	41.18
Minor	124	73.5	16.43	23.61	29.72
Southern States					
Major	254	63.8	33.41	42.50	53.33
Minor	254	52.4	22. .	31.09	38.05
North Central					
Major	292	74.	39.32	46.71	60.
Minor	292	68.5	24.20	31.88	39.53
Other Cities					
Major	160	51.1	35.33	49.41	60.00
Minor	160	48.8	22.50	31.90	41.20
Totals					
Major	830	68.3	33.94	43.64	57.29
Minor	830	60.5	21.74	29.81	37.66

Teachers in selected junior high schools seem to have had the equivalent of four hours per week through nearly four years in a major subject and for about two and a half years in a minor subject.

TABLE IV

SUMMARY OF PERCENTAGES OF 830 SELECTED JUNIOR HIGH SCHOOL TEACHERS WHO HAVE HAD SPECIAL TRAINING

Items of Training	Percentages of Teachers Who Have Had Training				
	Alabama	Southern	N. Central	Oth. Cities	Total
	124 Total	254 Total	292 Total	160 Total	830
Organization and Administration	46.8	38.9	38.3	40.5	41.9
Psychology of Adolescence	75.	47.2	45.9	43.1	50.1
Other Educational Psychology	81.4	65.7	76.	63.8	71.3
Extra-Curriculum Activities	33.8	16.1	20.9	20.6	21.3
Practice Teaching.....	79.8	46.5	65.8	60.6	61.
Practice Teaching of Major and Minor	70.	36.6	43.3	50.	50.
Methods of Teaching Major and Minor	65.3	45.8	56.8	55.6	54.5
Mean of Percentages of Seven Items.....	61.40	41.	49.70	46.9	48.2
Education not Included in Above Items	62.9	59.8	68.8	56.9	62.9

The percentages of 830 teachers who have had training in the different items range from 21.3 for extra-curriculum activities to 71.3 for educational psychology, with a mean percentage of 48.2 for the seven items.

The percentages of Alabama teachers who have had training are larger than for either of the other groups for all seven items. The mean percentages for seven items are larger for Alabama teachers than for either of the other groups

by over ten percentage points. In view of the findings for total training and major-minor subjects above, it seems that Alabama teachers are relatively better trained in Education than in subject matter.

TABLE V.

MEDIAN AMOUNTS OF TRAINING OF 830 SELECTED JUNIOR HIGH SCHOOL TEACHERS WHO HAVE HAD SPECIAL TRAINING

Items of Training	Median Quarter Hours of Training				Total 830
	Alabama 124 Total	Southern 254 Total	N. Central 292 Total	Oth. Cities 160 Total	
Organization and Administration ----	4.42	4.30	4.61	4.15	4.35
Psychology of Adolescence -----	4.88	4.31	4.58	4.10	4.38
Other Educational Psychology -----	6.37	7.57	6.79	6.22	6.37
Extra-Curriculum Activities -----	4.15	3.90	3.50	3.60	3.75
Practice Teaching....	9.35	7.04	8.36	8.65	8.22
Practice Teaching of Major and Minor Methods of Teaching	6.55	5.74	8.	8.25	7.29
Major and Minor	7.38	7.33	5.83	6.	6.40
Mean of Median Amounts for Seven Items -----	6.09	5.73	5.95	5.71	5.82
Education not Included in Above Items	12.31	12.	15.71	12.	13.65

The median amounts of training for seven items of special training as given by 830 selected teachers range from 3.75 quarter hours in extra-curriculum activities to 8.22 in practice teaching.

The medians indicate marked agreement in amounts for the teachers of the four groups, with no striking difference on any item. In most cases Alabama teachers show very slightly greater average training, which again indicates emphasis upon Education rather than upon subject matter.

The findings in this part of the report indicate:

1. Average junior high school teachers in schools which rank among the best have an amount of training equal to college graduation; more recently trained teachers have more training than others.
2. Teachers in selected junior high schools have had on the average about 45 quarter hours of training in one subject-matter field and about 30 quarter hours in another.
3. These teachers have done on the average about 15 quarter hours in general courses in education and about 40 quarter hours in courses in education which admit of specialization for junior high school topics, including observation and teaching.

Conclusions

1. Analysis of the literature of the junior high school movement, since the endorsement of that organization in the "Cardinal Principles" Report, provides a basis for a check list of specific objectives for training junior high school teachers.
2. Institutions which train junior high school teachers should use such a list of objectives to check their offerings and institute organized and sequential curricula which embrace the needs for training.

3. As shown by the training of teachers in selected schools, the amount of training for junior high school teaching should be the equivalent of college graduation.

4. Based upon the average training of present teachers in selected schools, the training of junior high school teachers should be in the following groups:

Major Teaching subject.....	40	quarter	hours
Minor teaching subject.....	30	"	"
Specialized items of training in education.....	40	"	"
Junior high school organization and administration.....	8		
Psychology of adolescence.....	4		
Other educational psychology.....	8		
Practice teaching of major subject.....	4		
Practice teaching of minor subject.....	4		
Other observation and practice teaching.....	4		
Methods of teaching major and minor.....	8		
Other courses in education and psychology.....	16	"	"
Total	126	"	"

The remainder of 192 quarter hours in four years of training should be given to satisfying the demands of general information and breadth of training, social backgrounds and perspective, a third teaching subject, and elective courses. This investigation did not cover these items.

At the conclusion of this report, an interesting discussion followed. The following resolution was adopted:

"That the report be accepted and filed, and that the Secretary be instructed to print it in full in the proceedings."

The next item to command the attention of the Commission was the report on "Military Training Camp Credit," by S. J. McCallie, Chairman. The report in full follows:

REPORT OF COMMITTEE ON C. M. T. CAMP CREDIT

At the 1927 meeting of the Association, in Jacksonville, Florida, a request was presented to the Commission on Secondary Schools that the work done in the Citizens Military Training Camps be accepted for one unit of high school credit toward college entrance. A committee composed of S. J. McCallie, W. L. Spencer, and F. C. Jenkins was appointed with instruction to consider the whole subject and make report at the 1928 meeting.

The committee has made a very careful study of the facts presented concerning C. M. T. Camp work and is convinced that much valuable work is being accomplished through these camps. However, the same might be said with reference to the value of work being accomplished through the R. O. T. C. Camps and of many of the privately owned camps, some of them conducted by individuals and schools that are members of this Association. As your committee understands it, this Association to this date has limited its efforts at accreditation to work done in schools accredited by this commission. In all such schools, the qualifications of teachers both in training and experience are submitted for approval by properly constituted committees. For this Association or any commission working under it to undertake the standardizing or accrediting of any work done other than in its member and accredited schools seems to your committee a radical and dangerous precedent. We

therefore think it unwise to accept the C. M. T. Camp work for a unit of credit.

Much of the report presented in 1927 consisted of a comparison of the courses of instruction in C. M. T. Camps with what was alleged to be the course of instruction in Military Science in the schools having Reserve Officer Training Corps units, which work has been recognized by this Association for one (1) unit of credit. An investigation by your Committee revealed that the entire course of instruction in Military Science in these schools is in the requirements for which this unit is allowed. All text book and classroom instruction required under it were originally limited to the third and fourth years of high school. Since the date when the Military Science unit was granted, 1922, the course of instruction in Military Science prescribed by the War Department has been extended to include requirements in all four years of the high school course. All this work is being done in the schools having Reserve Officers Training Corps units. The latest revision of this prescribed schedule of instruction is attached for the information of those interested. It embraces about four times the amount of work referred to in the comparison submitted at Jacksonville. Further, it should be remembered that the Reserve Officer Training Corps work is confined to fully accredited schools and that the teachers of Military Science in such schools are regular members of the faculties of the schools. This is an entirely different situation from the C. M. T. Camps which bear no relation to this Association.

Since both the content in textbook matter and the time required for its completion in the Military Science unit in the R. O. T. C. schools exceed the requirements in other optional units, your committee sees no reason for changing the status of the Military Science unit as now granted.

Work done in Junior R. O. T. C. Infantry Unit, Essentially Military Schools, as accepted by the Southern Association for one credit in Military Science.

SUBJECT:	1st year.	2nd year.	Total
Athletics:—(Including, Calisthenics, Mass Games, Supervised Athletics).....	100 hours.	100 hours.	200 hours.
Not including Foot Ball, Basket Ball, Base Ball and Tennis, etc., etc.			
Citizenship. (Including National Defense Act, R. O. T. C. Regulations).....	5 hours.	3 hours.	8 hours.
Drill and Command. (Including, all Close Order, Extended Order, Ceremonies and Inspections)	80 hours.	80 hours.	160 hours.
Combat Principles. (Participation in practical Exercises.) (Cadet Privates)	10 hours.		10 hours.
(Squad Leaders)		16 hours.	16 hours.
Interior Guard Duty.....	10 hours.	10 hours.	20 hours.
Military Courtesy and Discipline.....	6 hours.	0 hours.	6 hours.
Military Hygiene and First Aid.....	10 hours.	0 hours.	10 hours.
Marksmanship	12 hours.	12 hours.	24 hours.
Scouting and Patrolling	10 hours.	10 hours.	20 hours.
Automatic Rifle	0 hours.	12 hours.	12 hours.
Musketry	0 hours.	10 hours.	10 hours.
TOTALS	243 hours.	253 hours.	496 hours.

	3rd year.	4th year.	Total
Drill and Command (Theoretical and Practical Instruction in all close and extended order drill and ceremonies).....	80 hours.	80 hours.	160 hours.
Physical Drill (Including Calisthenics, Mass of Group Games as for 1st and 2nd year cadets)	75 hours.	60 hours.	135 hours.
Weapons (Machine Gun, 37-mm. Gun, 3" T. M.)	40 hours.	0 hours.	40 hours.
Combat Principles	20 hours.	34 hours.	54 hours.
Field Engineering	0 hours.	0 hours.	8 hours.
Map Reading and Military Sketching.....	18 hours.	18 hours.	18 hours.
TOTAL	215 hours.	200 hours.	415 hours

NOTES:—Theoretical (Class Room) instruction for all classes 2 hours per week.
 Practical (Out door) instruction for all cadets 4 hours per week.

Calisthenics (Setting-up Exercises) for all cadets 15 minutes per day,
 6:35-6:50 a. m.

Ceremony of Battalion Parade for all cadets Sunday Afternoon, 30 minutes.

Ceremony of Formal Guard Mounting 1 hour two days per week in addition to hours shown under that subject above.

Cadets eligible for R. O. T. C. Camp after third year providing he has the fourth year attendance at class "M" School (six weeks duration). 2nd, 3rd and 4th year cadets used as instructors in Practical and Theoretical instruction.

This schedule follows the War Department Program of Instruction for Essentially Military Schools R. O. T. C. (Class "M"), of August 25, 1928.

S. J. McCALLIE, Chairman,

W. L. SPENCER,

F. C. JENKINS.

At the conclusion of this report a motion prevailed that it be received and filed and the secretary be instructed to include it in full in the Proceedings of the Association.

CERTIFICATION OF ACCREDITED SCHOOLS

The Commission instructed the Secretary again to issue a certificate of accreditation to each Secondary School of the Association. This is the fourth year this practice has been followed.

INSPECTION OF SCHOOLS

The Commission again placed an item of \$3,000.00 in its budget to be used by the members of the Commission in visiting and inspecting the secondary schools accredited by the Association. It is the purpose of this fund to increase materially the services rendered the secondary schools by the Association.

CODIFICATION OF RULES AND REGULATIONS OF THE COMMISSION

The Commission instructed Dr. J. A. Lyon, of Tulane University, to complete his work on codifying the rules and regulations of the Commission and to publish the same as early as possible.

NATIONAL COMMITTEE ON RESEARCH IN SECONDARY EDUCATION

The next item of interest was a report by W. R. Smithey, on "*The National Committee on Research in Secondary Education.*" Dr. Smithey moved the following resolution, which was adopted:

That \$150.00 be allowed for the work of the National Committee for Research in Secondary Education for the year 1928-1929; that this Association join other similar agencies in a 1930 National Study of Secondary Schools; that one representative of this committee be appointed to meet with representatives similarly selected by other associations.

The Chair appointed the Secretary to represent the Commission on this National study, provided for in Mr. Smithey's resolution.

The Chair next recognized Mr. C. A. Jesson, specialist in Secondary Education, United States Bureau of Education, who spoke to the resolution presented by Mr. Smithey. Mr. Jesson has been in constant attendance upon the sessions of the commission. The Commission is always glad to have him speak during its deliberations. In his address, Mr. Jesson outlined the activities of the National Committee on Research in Secondary Education and urged the Commission to continue to lend its support to the work of the National Committee.

Following his address, Secretary Roemer announced that the United States Bureau of Education would soon distribute the bulletin which it is publishing for the Commission, entitled "*Accredited Secondary Schools of the Southern Association.*"

Secretary Roemer moved the following resolution, which was adopted:

That the Commission on Secondary Schools extend a vote of thanks to the Bureau of Education for publishing the forthcoming bulletin of the Commission, entitled "The Accredited Secondary Schools of the Southern Association."

PROPOSED JOINT STUDY OF SECONDARY EDUCATION BY THE REGIONAL STANDARDIZING AGENCIES

At a meeting of all the officials of the various regional standardizing agencies at Boston in February, it was proposed that in 1930, the time for the next Quinquennial Study of the North Central Association, that all the Regional Standardizing Agencies be requested to participate in a nationwide study of the secondary school. Mr.

C. A. Jessen, of the Bureau of Education and Mr. Joseph Roemer, of the Southern Association, were appointed a special committee to present this matter to all the regional agencies. Mr. Jessen, for the Committee, reported that all of the Regional Standardizing Agencies were heartily in favor of the undertaking and pledged their cooperation and support in the matter. After a discussion of the problem the Commission endorsed the movement and the Chairman appointed the Secretary, Joseph Roemer, to represent it in this national study.

LIBRARY STANDARDS

Under the head of New Business, Mr. Highsmith offered the following resolution, which aroused considerable discussion:

That a Library Committee be appointed to consider and make recommendations with reference to the following questions:

- (1) An approved list of books from which books may be selected.
- (2) An interpretation of what is meant by an approved library school.
- (3) Whether or not, in those Counties in which there is library service, the title to the School Library must be held by the school itself, rather than the County Library, provided the collection of books placed in the school is permanent and selected from the Association's approved lists, upon recommendation of the School Authorities.

At the close of the discussion, the motion was adopted, with the following two amendments:

1st: That a copy of the standards appearing in the Proceedings of 1927 be sent to every Secondary School accredited by the Association.

2nd: That the Committee appointed be instructed to study the standards adopted last year with the ultimate purpose of presenting to the Commission at its next annual meeting possible revision of the standards.

With these two amendments, the motion made by Mr. Highsmith was adopted. The Chair appointed the following members on the Committee:

J. H. Highsmith, Chairman; F. C. Jenkins, S. J. McCallie, J. M. Daniel.

The new Library Standards to go into effect at the beginning of the scholastic term of 1930-31 follow:

REVISION OF LIBRARY STANDARDS

Following the address of Dr. Jessen, Mr. Highsmith, of North Carolina, reported upon the topic of "Library Standards." His report follows:

SUGGESTED STANDARDS FOR HIGH SCHOOL LIBRARIES TO BE PRESENTED TO THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES

EQUIPMENT

- (1) Enrollment of 100 or less students to 200—Separate classroom or end of study hall fitted up with shelving, tables, and chairs; always accessible to students, but under supervision.

(2) Enrollment of 200 to 500 students—Separate room equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

(3) Enrollment of 500 to 1000 students—Same as above with separate library *work* room and essential office equipment.

(4) Enrollment of 1000 or more students—Same as above with additional equipment to meet needs. If possible separate rooms for conference and for instruction in the library are desirable.

(If necessary, where impossible to get space in school building now in use for groups 2, and 3, study hall might be taken over as library, provided it is properly equipped and sufficiently trained help provided to guide and aid in reading as well as supervise study. At least two full-time trained librarians for 4.)

BOOKS

(1) Enrollment of 100 or less students—500 well-selected books, exclusive of government documents, text-books and duplicates, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern Association.

(2) Enrollment of 100 to 200 students—500 to 1000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

(3) Enrollment of 200 to 500 students—1000 to 2500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

(4) Enrollment of 500 to 1000 students—2500 to 5000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

(5) Enrollment 1000 or more students—5000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

LIBRARIAN

(1) Enrollment of 100 or less students—Teacher-librarian with at least 6 weeks summer course in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

(2) Enrollment of 100 to 200 students—Half time librarian with a one year course in an accredited library school, or half time with college graduation and a 12 weeks summer course in Library Science.

(3) Enrollment of 200 to 500 students—Full-time librarian with same qualifications and educational background as teachers and a one-year course in an approved library school. One or two years' teaching experience is very desirable.

(4) Enrollment of 500 to 1000 students—Same as above, with sufficient help and some experience in teaching or library especially desirable.

(5) Enrollment of 1000 or more students—Full-time librarian with college graduation and at least one year in an approved library school. Teaching and library experience especially desirable—a good contact with children already established. For every 1000, or major fraction thereof, enrollment there shall be an additional full-time trained librarian.

APPROPRIATION

(1) Enrollment of 500 or less students—Annual appropriations of at least \$1.00 per student per year for books, periodicals, etc., exclusive of salaries.

(2) Enrollment of more than 500 students—Annual appropriation of at least \$.75 per student per year for books, periodicals, etc., exclusive of salaries.

COURSE IN USE OF LIBRARY

Course of at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This course is required in all schools.)

ORGANIZATION

(1) Enrollment of 100 or less students—At least an adequate shelf list made and an adequate loan system installed.

(2) Enrollment of more than 100 students—Card catalogues, shelf-list, accession record and adequate loan system.

The standards suggested above *should* be complied with within a period of three years, with the view to the later adoption of the standards approved by the National Education Association, the North Central Association of Colleges and Secondary Schools and the American Library Association.

J. HENRY HIGHSMITH,
F. C. JENKINS,
S. J. McCALLIE,
D. L. HOVATER.

In discussing the report on Library Standards it was very clearly agreed among the members of the Commission that the city library would not take the place of the regular library of the secondary school provided for in the standards of accreditation. This answers question number thirteen under, "Questions Arising from Secretary's Correspondence."

Mr. L. R. Wilson, Librarian, University of North Carolina, was present and rendered very great help in this problem by discussing the matter at some length before the Commission.

The report on Library Standards was adopted as presented.

At this point the Commission adjourned for lunch to reassemble at 2:00 p. m.

ATHLETICS

Under the head of new business, the following resolution was read:

WHEREAS, the time spent on interschool athletics, particularly football, is seriously interfering with scholarship requirements, and with school discipline, and,

WHEREAS, interschool contests have, at times, a demoralizing effect, even upon those who are not members of the teams, therefore be it

RESOLVED, that no interschool game shall take place during recitation periods; that all games shall be played either on holidays or after recitation hours, or at such times as would not cause pupils to miss recitations.

A motion prevailed that the resolution be tabled.

There being no other business, the Association adjourned until the afternoon session.

WEDNESDAY AFTERNOON, DECEMBER 5, 1928

The afternoon session was called to order at two o'clock by Chairman Stoddard.

REVISION OF BLANK

The first item of business was the report on Revision of Blank, by J. A. Lyon. Mr. Lyon reported that a few fundamental changes would be made in the blank, and requested that the Committee be given time within which to finish the work. He assured the Commission that the blank would be finished in ample time for printing and distribution for next year's use. He offered the following resolution, which was passed by the Commission:

BEGINNING TEACHER

A teacher who has not completed a minimum of one school year of regular employment in an organized school, is rated as a "beginning teacher."

RELATION OF THE SECONDARY SCHOOL TO THE
JUNIOR COLLEGE

The next item of business was a report by Mr. Hall on "The Relation of Secondary Schools and Junior Colleges." Mr. Hall reported that the Committee was only able to make a partial report and asked that it be continued for another year.

In outlining the work for the next year's procedure, he presented the following resolution, which was approved by the Commission:

WHEREAS, as a provisional arrangement, pending the setting up of whatever machinery may be ultimately approved, four-year institutions comprising the last two years of high school and the first two years of college, which apply for admission in 1928, may be considered by the Standing Committee on Junior Colleges, provided the high school department shall meet all the standards of the Commission on Secondary Schools, except the first sentence of Article 4, (g) requiring four teachers giving their full time to high school instruction, and Article 9, requiring annual dues of ten dollars; substituting for the first of these the last sentence of Standard 4 of the Standards for Junior Colleges, and for the second, annual dues of fifty dollars.

It is understood further that it shall be determined by reports and inspection that all students entering the first year of such an institution shall have completed two full years of high school work, consisting of not less than seven acceptable units, done in a secondary school; that is, or schools that are, approved by this Association, or by another recognized accredited agency, or the equivalent of such a course as shown by examination.

RECOGNITION OF FRATERNAL DELEGATES AND
OTHER VISITING FRIENDS

At this point in the proceedings, Dr. George F. Zook, President, Akron University, was presented to the Commission. Dr. Zook spoke of the development of the Junior College movement in general and referred specifically several times to the report and problem

being handled by the Committee on Relation of the Secondary School to the Junior College.

The Chair next recognized W. I. Earley, Principal of Sioux Falls High Schools, to the Commission. Mr. Earley is President of the North Central Association, and is the fraternal delegate of that association to ours. Mr. Earley brought fraternal greetings and spoke briefly to the Commission.

The Chairman next recognized Dr. W. M. Proctor, of Leland Stanford Junior University, who spoke briefly to the Commission. Mr. Proctor outlined the preliminary activities of his state in its formation of a standardizing agency for California, similar to the Southern Association.

REPORT OF AUDITING COMMITTEE

The Auditing Committee made the following report:

The Auditing Committee has carefully checked the books of our Secretary, Mr. Roemer, and find them in perfect condition. The Committee wishes to thank Mr. Roemer for his splendid services to the Commission.

(Signed) F. C. JENKINS, Chairman,
JULIET JAMESON POYNTER,
E. L. ROBINSON.

COMMITTEE MEMBERSHIP

The question was raised at this point as to the advisability of Mr. Hall acting as Chairman of a Committee of the Commission for another year, since Mr. Hall has lost his place on the Virginia Committee due to a change in his work. A motion was made and carried that Mr. Hall be requested to act as Chairman of this Committee.

THE THREE THOUSAND DOLLAR ITEM IN THE BUDGET

Upon discussion of this matter it developed in the Commission that some of the State Committees had not spent their full share of of the items of \$3,000 allotted the Commission for last year for the inspection of schools. Some of the State Committees were not willing to turn the item unexpended back into the Treasury since they had planned to use the money by the next annual meeting in order to carry on the work of the standardization of the secondary schools accredited by the Commission. The following motion was adopted and disposed of this item:

That we request the Executive Committee to allow the various State Chairmen to keep the unexpended amount of money and use it, and report their procedure one year from today for the two years' budget.

COLLEGE FRESHMEN GRADES

At this point Secretary Roemer gave a full report of his Committee on College Freshmen Grades. It occurs in another part of the Proceedings.

FINANCIAL STATEMENT

DECEMBER 4, 1928

	Amount Spent	Budget
1. Outstanding Obligations:		
a. Study on Junior High Schools		
December 5, 1927, H. L. Garrett.....	\$ 36.41	\$ 36.41
b. Study of Specialization of Teachers		
December 7, M. E. Ligon.....	150.00	150.00
c. Travel Expense for Program		
December 7, J. A. Lyon.....	28.30	
2. National Committee on Research in Secondary Education:		
January 30, 1928, W. R. Smithey, Treasurer.....	150.00	150.00
3. Codification of Rules, Regulations and By-Laws, etc., of Commission.....		100.00
4. Continuation of Study of Specialization of Teachers:		
December 7, M. E. Ligon.....	60.05	100.00
November 8, M. E. Ligon.....	100.95	
	161.00	
5. Study of Junior High Schools:		
November 22, W. L. Spencer.....	150.00	150.00
6. Report on College Freshmen Grades:		
Dec. 14, Drew & Co.....\$.78		
Dec. 14, Pepper Printing Co., cards.....	20.25	
May 12, Pepper Printing Co., cards.....	12.50	
Jan. 9, Drew & Co.....	.48	
Feb. 1, Virginia Dale.....	77.95	
Feb. 3, Pepper Printing Co.....	29.75	
Feb. 6, Envelopes from Pepper Ptg. Co.....	6.50	
Feb. 6, Pepper Ptg. Co., circular letter.....	10.50	
March 27, Pepper Printing Co.....	6.75	
March 31, Stamps.....	1.00	
March 30, Kathryn Angle.....	12.80	
April 24, Pepper Printing Co., paper.....	1.25	
April 24, Pepper Printing Co.....	12.50	
May 1, Mrs. C. H. Irwin.....	48.30	
May 4, Pepper Ptg. Co., big sheets.....	38.75	
April 3, Telegram.....	.60	
June 2, Mrs. C. H. Irwin.....	48.65	
June 2, Pepper Printing Co.....	6.00	
July 18, Charline Roemer.....	100.00	
July 27, Joseph Roemer.....	20.59	
August 6, Jos. Roemer (typing).....	3.50	
August 13, Charline Roemer.....	100.00	
Sept. 15, Charline Roemer.....	50.00	
March 6, Stamps.....	40.00	
March 17, E. Hammargren.....	24.60	
Oct. 19, Mrs. F. O. Spain.....	43.40	
Nov. 13, R. L. Yates.....	7.75	
	725.15	600.00

7. Printing Annual Blank for Commission:			
June 5, Pepper Printing Co.	5.00		
June 11, Pepper Printing Co.	192.33	197.33	150.00
8. Stamps:			
Dec. 16, Jos. Roemer	10.00		
July 27, Jos. Roemer	3.00		
Oct. 2, Jos. Roemer	40.00	53.00	65.00
9. Express to State Chairmen, etc.			
July 27	4.25		
Oct. 6, Jos. Roemer	11.20	15.45	20.00
10. High School Quarterly:			
April 3, J. S. Stewart		738.00	725.00
11. Certification of Schools:			
Dec. 23, Welch Mfg. Co.	74.87		
June 11, Freight on certificates	4.61		
Jan. 16, V. Dale	38.00		
Feb. 20, E. Hammargren	15.75	153.23	150.00
12. Secretarial Hire:			
Dec. 5, V. Dale	29.37		
Dec. 16, W. C. Durham	25.00		
Dec. 16, E. Hammargren	9.19		
Dec. 16, V. Dale	60.00		
May 14, Mrs. Skellett	35.00		
March 22, W. C. Durham	25.00		
May 4, V. Dale	74.75		
May 4, Ginn & Co.	3.20		
June 5, V. Dale	60.00		
June 11, W. C. Durham	20.00		
July 17, L. R. Chubb	9.85		
August 16, L. R. Chubb	25.40		
Sept. 6, V. Dale	20.75		
Oct. 29, Mrs. Nash Higgins	21.45		
Oct. 30, V. Dale	71.83		
Nov. 1, Pepper Printing Co.	5.50	496.29	500.00
13. Stationery for Secretary:			
Dec. 14, Pepper Printing Co.	22.72		
April 3, Pepper Printing Co.	4.25		
Sept. 29, Pepper Printing Co.	2.40		
June 2, Chas. Scribners Sons	2.22		
July 27, Jos. Roemer	2.88		
May 17, Pepper Printing Co.	2.40		
Nov. 5, Gainesville Furniture Co.	1.90	38.77	25.00
14. Telegrams:			
Jan. 8	3.78		
May 1	1.44		
Oct. 1	1.27		
Nov. 5	3.26	9.75	10.00

15. General Item for Work of Commission:

Alabama	208.00		
Florida	310.00		
Georgia	304.00		
Kentucky	329.00		
Louisiana	294.00		
Mississippi	156.00		
North Carolina	265.00		
South Carolina	169.00		
Tennessee	211.00		
Texas	480.00		
Virginia	240.00	2966.00	3000.00
TOTAL		6068.68	5931.41
OVERDRAFT			137.27
GRAND TOTALS		6068.68	6068.68

The above financial statement presented by the Secretary was audited and fully approved by the Commission.

The Budget Committee next presented the following budget, which was approved:

BUDGET FOR 1928-29

1. National Committee on Research in Secondary Education.....	\$ 150.00
2. Codification of By-Laws and Regulations of Commission.....	100.00
3. Continuation of Study on Junior High Schools.....	150.00
4. Continuation of Study on Specialization of Teachers.....	100.00
5. Report on College Freshmen Grades.....	750.00
6. Printing Annual Blank for Reports.....	200.00
7. Stamps	50.00
8. Express to State Chairmen	20.00
9. High School Quarterly	810.75
10. Certification of Schools.....	165.00
11. Secretarial Hire	500.00
12. Stationery for Secretary.....	25.00
13. Telegrams	10.00
14. Ledger, Binder and Special Stationery for Ledger.....	31.00
15. Printing Programs for Convention.....	6.00
16. Convention Expenses, Typewriter, Paper, Secretary, etc.....	40.00
17. Travel for Chairman for making up Program.....	100.00
18. For Inspection of Secondary Schools in the several States.....	3000.00
TOTAL	6207.75

SUMMARY

Total income from the Commission	\$10,260.00
Budget allowance proposed for Commission	6,207.75
BALANCE	\$ 4,052.25

(Signed) R. L. PASCHAL,
J. C. HARWOOD,
W. L. SPENCER, Chairman.

REPORT OF NOMINATING COMMITTEE

The Nominating Committee made the following report which was adopted for next year:

The Nominating Committee recommends the following persons for election as officers of the Commission for 1928-29:

President—E. J. MATHEWS, University of Texas

Vice President—J. A. STODDARD, University of South Carolina

Secretary—JOSEPH ROEMER, University of Florida.

(Signed) M. E. LIGON, Chairman,
J. R. LIN,
W. R. PHELPS.

At this point, S. J. McCallie moved that the Commission extend a rising vote of thanks to J. A. Stoddard for the efficient way in which he had handled the business of the Commission. A rising vote of thanks was extended.

There being no further business, the Commission adjourned until next year.

DIVISION III.

LIST OF ACCREDITED SCHOOLS—1928-29

ALABAMA

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Andalusia	P	6-3-3	Marvin O. Baxter	10	278	1914
Anniston	P	6-3-3	P. G. Myer	16	337	1926
High School	Pr	8-4	E. B. Fishburne	6	93	1922
Alabama Military Institute	Pr	8-4	Florence Ann Tillman	4	40	1914
Athens	P	6-3-3	J. A. Parrish	7	145	1925
Rivers Academy	P	(6-3)-3	J. A. Davis	22	378	1917
Auburn	P	6-3-3	H. F. Gilmore	15	428	1923
Lee County High School	P	6-3-3	Mrs. H. H. King	10	230	1921
Bessemer	P	8-4	Hattie Morton	6	104	1923
High School	P	8-4	E. E. Smith	78	1867	1913
Hueytown High School (R. 1)	P	(8-1)-3	C. J. Going	98	2384	1913
McAdory High School (R. 3)	P	6-3-3	J. M. Ward	15	392	1923
Birmingham	P	8-4	J. M. Malone	9	198	1922
Compton Seminary	Pr	8-4	N. B. Hendrix	72	1770	1923
Ensley High School	P	6-3-3	L. F. Corley	14	216	1924
Phillips High School	P	6-3-3	O. C. Bottoms	8	152	1921
Shades-Cahaba High School	P					
Simpson School	P					
Woodlawn High School	P					
Boaz	P					
Snead Seminary	Pr					
Centerville	P					
Bibb County High School	P					

ALABAMA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Clanton						
Chilton County High School	P	6-3-3	L. C. Warr	10	226	1927
Cullman						
Cullman County High School	P	6-3-3	M. H. Killingsworth	15	359	1921
Decatur						
Central High School	P	6-3-3	H. E. Williams	13	296	1916
Riverside High School	P	6-3-3	W. T. Jordan	9	197	1913
Dothan	P	6-3-3	Bruce Flurry	11	271	1914
Ensley (Star Route)						
Minor High School	P	6-3-3	W. C. Petty	14	345	1923
Enterprise						
Coffee County High School	P	6-3-3	C. D. Wallace	8	300	1926
Eufaula	P	6-3-3	T. G. Wilkinson	7	230	1913
Fairfield	P	6-2-4	F. M. Cook	13	271	1923
Florala						
Covington County High School	P	6-3-3	Patterson Hicks	8	171	1925
Florence						
Coffee High School	P	6-3-3	J. N. Howell	13	335	1920
Foley	P	6-3-3	John C. Lewis	8	163	1928
Gadsden	P	7-4	J. D. Samuels	23	647	1913
Greenville						
Butler County High School	P	6-3-3	J. H. Burnett	12	265	1923
Guntersville						
Marshall County High School	P	6-3-3	W. D. Newman	9	216	1922
Hartselle						
Morgan County High School	P	6-3-3	W. T. Tiller	8	173	1926
Huntsville	P	8-4	Rowe Chapman	13	280	1913

ALABAMA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Jasper						
Walker County High School	P	6-3	O. W. Hyatt	8	207	1927
LaFayette	P	6-3-3	E. L. Stough	10	204	1926
Marion						
Marion Military Institute	Pr	8-4	W. L. Murfee	6	42	1926
Mobile						
High School	P	7-4	K. J. Clark	71	2074	1912
Girls' Preparatory School	Pr	6-6	Julius T. Wright	6	90	1925
University Military School	Pr	6-6	Julius T. Wright	6	130	1900
Montevallo	P	6-3-3	A. C. Anderson	11	250	1923
Montgomery						
Lanier High School	P	7-4	J. S. McCants	60	1480	1913
Montgomery County High School	P	6-3-3	D. L. Taylor	17	486	1923
Newton						
Newton Institute	Pr	8-4	P. W. Lett	5	49	1923
Northport						
Tuscaloosa County High School	P	6-3-3	Houston Cole	11	286	1927
Opelika						
Clift High School	P	7-4	Fred M. Nelson	11	280	1917
Opp	P	6-3-3	H. N. Lee	10	261	1925
Ozark						
Dale County High School	P	6-3-3	W. E. Snuggs	12	329	1926
Pike Road	P	6-3-3	C. S. Keller	6	89	1921
Powderly						
Jones Valley High School	P	6-3-3	C. W. Philips	14	366	1921
Ramer	P	6-3-3	P. H. Harris	12	233	1921
St. Bernard	Pr	8-4	Germain Taylor	14	154	1922

ALABAMA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Selma	P	6-3-3	W. M. Jackson	10	240	1913
Shawmut	P	6-3-3	W. T. Harrison	7	125	1927
Sheffield	P	6-3-3	C. C. Smith	11	230	1920
Spring Hill	Pr	8-4	Joseph B. Bassich	15	150	1920
Sulligent	P	6-3-3	J. R. Clements	8	139	1927
Sylacauga	P	8-4	W. F. Nichols	9	183	1926
State Secondary	P	6-3-3	E. A. McBride	8	147	1914
Talladega	P	6-3-3	Wm. J. Baird	17	468	1917
Tarrant	P	6-3-3	Helen C. Jenkins	6	60	1923
Jefferson County High School	P	8-4	W. M. Hughes	8	300	1920
Thorsby	Pr	6-3-3	Clara L. Verner	20	250	1914
Thorsby Institute	P	6-3-3	R. E. Thompson	12	301	1926
Troy	P	6-3-3	H. O. Holstun	7	136	1928
Tuscaloosa	P	6-3-3	E. S. Pugh	9	189	1927
Tusculum	P	6-3-3	J. S. Branyon	6	82	1925
Deshler High School	P	6-3-3				
Tuskegee	P	6-3-3				
Union Springs	P	6-3-3				
Uniontown	P	6-3-3				
Total		66	Average per school	1027	23767	
				16	360	

FLORIDA

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Arcadia						
DeSoto County High School	P	9-12	John M. Crowell	12	299	1914
Auburndale	P	9-12	B. L. Hanselman	6	89	1925
Avon Park	P	7-12	R. T. Fahey	11	201	1923
Bartow						
Summerlin Institute	P	9-12	E. L. Beeson	10	212	1915
Blountstown						
Calhoun County High School	P	9-12	Miss Ruth Hamner	6	106	1924
Boynton High School	P	7-12	R. F. Williamson	6	65	1928
Bradenton						
Manatee County High School	P	9-12	O. J. Detrick	19	413	1914
Brooksville						
Hernando County High School	P	9-12	K. B. Hait	8	139	1926
Bushnell	P	9-12	R. O. McEwen	5	114	1925
Chipley						
Washington County High School	P	9-12	J. F. Arnold	8	206	1924
Clearwater						
Central High School	P	10-12	E. W. McMullen	13	269	1914
Clermont						
Clermont-Minneola High School	P	7-12	A. D. Flesham	6	90	1928
Cocoa	P	7-12	Chas. B. Taylor	16	234	1925
Coral Gables						
Coral Gables Military Academy	Pr	7-12	W. B. Cate	4	28	1927
Ponce de Leon High School	P	7-12	A. L. Isaac	16	171	1926
Crescent City	P	7-12	J. F. Houck, Jr.	7	111	1926
Dania	P	7-12	G. E. Everett	11	168	1924
Daytona Beach						
Daytona High School	P	10-12	F. S. McLaughlin	19	224	1914
Seabreeze High School	P	7-12	F. A. Berger	17	256	1920

FLORIDA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
DeFuniak Springs						
Palmer College Academy	Pr	9-12	R. M. Brice	8	52	1924
Walton County High School	P	9-12	T. D. Bailey	8	208	1927
DeLand	P	7-12	M. J. Peret	27	535	1918
Delray Beach	P	9-12	C. H. Lander	8	83	1922
Dunnellon	P	7-12	G. H. Mears	6	65	1922
Eau Gallie	P	7-12	Dow G. Beck	41	209	1926
Eustis	P	7-12	Rollin Ebinger	13	209	1923
Everglades	P	9-12	T. G. Walker	4	13	1928
Fort Lauderdale						
Central High School	P	7-12	U. J. Bennett	28	570	1918
Fort Meade	P	9-12	A. B. Connor	9	186	1917
Fort Myers	P	10-12	Katherine R. Moore	11	288	1914
Fort Pierce	P	9-12	Emmett Taylor	11	207	1918
Gainesville	P	7-12	F. W. Buchholz	19	726	1914
Green Cove Springs						
Clay County High School	P	9-12	H. D. Epting	6	91	1927
Florida Military Academy	Pr	9-12	L. G. Jones	5	27	1914
Groveland	P	7-12	T. J. Poppel	5	88	1926
Haines City	P	9-12	E. A. Crowell	8	126	1926
Hastings	P	7-12	R. E. Hiller	9	142	1926
High Springs	P	9-12	A. M. Singletary	5	99	1925
Homestead						
Homestead High School	P	7-12	Jas. T. Wilson	11	203	1921
Redland Senior High School	P	9-12	Leon A. Gray	8	106	1926
Jacksonville						
Andrew Jackson Senior High School	P	10-12	F. S. Wetzel	38	847	1927
Landon High School	P	7-12	W. H. Turney	37	653	1927
Robert E. Lee High School	P	10-12	R. C. Marshall	40	895	1927

FLORIDA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Key West	P	7-12	W. L. Carter	13	187	1924
Kissimmee						
Osceola County High School	P	9-12	D. B. Shaver	12	208	1914
LaBelle	P	7-12	R. E. Springston	7	112	1924
Lake City						
Columbia High School	P	9-12	W. L. Goette	11	209	1923
Lakeland	P	9-12	H. U. G. Turnmire	34	813	1914
Lake Wales	P	9-12	C. E. Crosland	8	163	1924
Lake Worth	P	9-12	C. I. Hollingsworth	14	220	1922
Largo	P	7-12	W. O. Smith	8	190	1915
Leesburg	P	7-12	O. R. Davis	15	401	1915
Live Oak						
Suwannee High School	P	7-12	J. H. Kelly	15	326	1914
Marianna						
Jackson County High School	P	7-12	J. M. Leps	11	262	1925
Melbourne	P	7-12	P. L. Peaden	15	212	1925
Melrose	P	7-12	Gertrude McArthur	5	79	1927
Miami						
Dade County Agricultural High School	P	7-12	Jessee G. Fisher	21	503	1921
Miami Senior High School	P	10-12	W. R. Thomas	63	1634	1914
Miami Beach						
Ida M. Fisher High School	P	7-12	C. C. Carson	20	265	1927
Milton						
Santa Rosa County High School	P	9-12	Ira S. Johnson	6	145	1924
Montverde	P	7-12	H. P. Carpenter	8	160	1927
Mount Dora	P	7-12	D. D. Roseborough	6	120	1925
Mulberry	P	9-12	H. N. Donoho	6	140	1923
New Smyrna	P	7-12	A. E. Harbin	12	280	1917

FLORIDA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Ocala	P	9-12	W. G. Masterson	14	305	1914
Ocoee	P	9-12	R. G. Pitman	14	91	1925
Okechobee	P	9-12	B. L. Hassel	5	92	1923
Orlando	P	10-12	J. R. Walker	30	784	1920
Palatka						
Putnam County High School	P	7-12	W. W. Carter	16	443	1916
Palmetto	P	9-12	Oscar Smith	13	261	1918
Panama City						
Bay County High School	P	9-12	L. L. Thompson	13	286	1923
Pensacola	P	8-11	J. H. Workman	29	990	1918
Perry						
The Taylor County High School	P	9-12	Chas. M. Jones	10	162	1923
Plant City	P	9-12	W. H. Cassels	20	411	1914
Pompano	P	7-12	S. C. Fox	7	121	1927
Port St. Joe	P	7-12	E. A. Manship	5	59	1927
Quincy						
Gadsden County High School	P	9-12	J. E. Brewton	12	232	1914
Pensacola						
St. Michael's High School	Pr	9-12	Sister M. Carmel	8	37	1928
St. Augustine						
Elizabeth Katerlinus High School	P	9-12	Fritz Hatcher	10	256	1921
St. Joseph's Academy	Pr	9-12	Sister Theresa Joseph	5	141	1924
Saint Cloud	P	9-12	H. F. Zetrouer	8	103	1924
Saint Leo						
Saint Leo Academy	Pr	7-12	John Schlicht	10	49	1921
St. Petersburg	P	10-12	W. W. Little	40	959	1914
Sanford						
Seminole County High School	P	9-12	G. E. McKay	18	418	1924

FLORIDA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Sarasota	P	10-12	J. C. Peel	15	236	1918
Sebring	P	7-12	Samuel Long	10	153	1923
Stuart	P	7-12	A. L. Boyer	13	171	1923
Tallahassee						
Leon County High School	P	10-12	H. O. Smith	13	218	1914
Tampa						
Convent of the Holy Names	Pr	9-12	Sister M. Ethelbert	5	90	1927
Hillsborough High School	P	10-12	F. H. Spaulding	55	1329	1914
Plant High School	P	10-12	M. W. Carothers	28	635	1927
Sacred Heart Academy	Pr	9-12	A. L. Wagner	8	107	1924
Tavares	P	7-12	John Miller	5	60	1928
Tarpon Springs	P	7-12	C. W. Thompson	14	289	1915
Titusville	P	7-12	W. D. Harris	11	217	1925
Umatilla	P	9-12	Ellis Moore	4	90	1923
Vero Beach	P	10-12	A. J. Hutchins	10	109	1924
Wauchula	P	9-12	S. W. McInnis	14	386	1914
West Palm Beach	P	9-12	H. E. Spaulding	34	665	1914
Wildwood	P	9-12	W. B. Feagle	7	106	1928
Winter Haven	P	8-11	Walter Roberts	16	269	1921
Winter Park	P	7-12	S. W. Cason	15	231	1923
Totals		102	Average per School	1399	28045	
				13	275	

GEORGIA

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Acworth High	P	4	L. D. Singleton	4	80	1927
Albany High	P	4	J. O. Allen	23	550	1915
Americus High	P	4	C. M. Hale	9	282	1917
Ashburn High	P	4	C. H. Cheves	6	110	1918
Athens High	P	4	E. B. Mell	32	596	1913
Athens Academy of Lucy Cobb Atlanta	Pr	4	W. T. Hollingsworth	7	29	1922
Boys' High School	P	3-3	H. O. Smith	17	725	1913
Commercial High School	P	3-3	W. C. Lowe	30	1082	1922
Fulton County High School	P	4	W. F. Dykes	28	906	1918
Girls' High School	P	3-3	Jessie Muse	30	969	1914
Marist College	Pr	4	P. H. Dagneau	10	158	1927
North Avenue Presbyterian School	Pr	4	Thyrza S. Askew	10	195	1921
Technology High School	P	3-3	W. O. Cheney	36	1000	1917
University School	Pr	4	W. E. Dendy	6	91	1913
Washington Seminary Augusta	Pr	4	L. D. Scott	17	252	1927
Academy of Richmond County	P	4	Geo. P. Butler	27	692	1911
Tubman High School	P	4	T. H. Garrett	31	816	1911
Bainbridge High	P	4	E. G. Elcan	9	230	1917
Barnesville						
Gordon Institute	P	4	L. D. Watson, Jr.	8	181	1913
Blackshear High	P	4	E. D. Whisonant	7	232	1921
Blythe High School	P	4	Roy K. Hood	5	64	1924
Brunswick						
Glynn County Academy	P	3-3	R. D. Eadie	13	315	1914
Cairo High School	P	4	John H. Morrison	7	195	1924

GEORGIA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Calhoun High School	P	4	R. C. David	6	160	1923
Canton High School	P	4	J. P. Cash	10	206	1924
Carrollton High	P	4	W. Fred Gunn	9	215	1926
Cartersville High School	P	4	H. B. Robertson	10	277	1915
Cedartown High School	P	4	J. E. Purks	11	286	1913
Clarksville						
Ninth District A. & M.	P	4	W. A. Hatfield	12	134	1926
Claxton High School	P	4	H. J. W. Kizer	6	148	1927
Cochran High School	P	4	T. M. Purcell	6	101	1924
College Park						
Georgia Military Academy	Pr	4	J. C. Woodward	14	240	1911
Columbus High School	P	4	T. C. Kendrick	24	775	1913
Commerce High School	P	4	Chas. W. O'Rear	8	136	1918
Conyers High School	P	4	C. C. Gilbert	5	114	1921
Cordele High School	P	4	D. H. Standard	7	170	1918
Covington High School	P	4	A. W. Baldwin	7	155	1917
Cuthbert High School	P	4	J. F. Muldrow	6	148	1924
Dalton High School	P	4	J. I. Allman	11	274	1917
Dawson High School	P	4	W. H. Martin	7	129	1921
Decatur High School	P	3-3	Lamar Ferguson	16	327	1921
Dublin High School	P	4	Knox Walker	14	346	1913
East Point High School	P	4	C. W. Reid	29	320	1927
Eatonton High School	P	4	Wm. J. Dickey	6	125	1927
Elberton High School	P	4	B. M. Grier	10	244	1913
Fitzgerald High School	P	4	G. E. Usher	10	331	1914
Ft. Valley High School	P	4	J. F. Lambert	9	197	1914

GEORGIA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Gainesville						
High School.....	P	4	W. P. Martin.....	15	416	1921
Riverside Academy.....	Pr	4	W. D. Mooney.....	20	322	1920
Greensboro High School.....	P	4	C. C. Willis.....	6	120	1914
Griffin High School.....	P	4	L. M. Lester.....	16	376	1914
Hartwell High School.....	P	4	G. G. Maughon.....	10	255	1922
Hawkinsville High School.....	P	4	M. E. Thompson.....	6	114	1921
Hepzibah High School.....	P	4	W. G. Robertson.....	5	80	1927
Jackson High School.....	P	4	D. V. Spencer.....	5	120	1926
LaGrange High School.....	P	4	H. S. Burdette.....	21	416	1916
Lavonia High School.....	P	4	J. C. Akin.....	7	127	1924
Locust Grove Institute.....	Pr	4	Claude Gray.....	7	78	1913
Louisville High School.....	P	4	D. Donaldson.....	5	91	1927
Macon						
Lanier High School for Girls.....	P	3-3	Margaret McEvoy.....	23	716	1916
Lanier High School for Boys.....	P	3-3	Paul R. Anderson.....	21	639	1924
Madison High School.....	P	4	J. H. Purks.....	5	100	1914
Manchester High School.....	P	4	H. R. McLarty.....	6	145	1926
Marietta High School.....	P	4	C. A. Keith.....	12	331	1923
Metter High School.....	P	4	W. T. Knox.....	6	136	1921
Milledgeville G. M. C.....	P	4	Geo. S. Roach.....	11	259	1928
Monroe High School.....	P	4	Ed. A. Wright.....	6	120	1924
Montezuma High School.....	P	4	W. E. Queener.....	6	134	1927
Moultrie High School.....	P	4	J. L. Yaden.....	17	394	1916
Mount Berry						
The Berry Schools.....	Pr	4	G. Leland Green.....	37	418	1922

GEORGIA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Mount Vernon						
Brewton-Parker Institute	Pr	4	A. M. Gates	8	118	1920
Newnan High School	P	4	B. F. Pickett	12	296	1913
Norman Institute	Pr	4	R. K. White	9	115	1920
Oxford Emory University Academy	Pr	4	A. W. Rees	9	107	1920
Pembroke						
Bryan County High School	P	4	R. P. Pitts	4	99	1927
Perry High School	P	4	J. M. Gooden	6	125	1927
Quitman High School	P	4	J. H. Saxon	9	195	1914
Richland High School	P	4	C. R. Brown	5	101	1927
Rome						
High School	P	4	B. F. Quigg	17	602	1913
Darlington Academy	Pr	4	C. R. Wilcox	10	149	1913
Savannah						
Senior High School	P	3-5	M. M. Phillips	29	980	1918
Benedictine School	Pr	4	S. T. Bethell	11	175	1914
Pape School	Pr	4	Nina Pape	9	50	1923
Summersville High School	P	4	R. G. Vinson	6	130	1927
Swainsboro High School	P	4	W. R. Morris	5	105	1928
Tallapoosa High School	P	4	D. W. Windsor	6	162	1927
Thomasville High School	P	4	B. B. Broughton	13	248	1914
Thomasston, R. E. Lee Institute	P	4	Mark A Smith	9	247	1924
Tifton High School	P	4	R. E. Moseley	10	242	1919
Toccoa High School	P	4	R. H. Moss	8	179	1919
Valdosta High School	P	4	J. P. Mott	19	468	1913
Warrenton High School	P	4	J. H. Walker	13	242	1928
Washington High School	P	4	W. E. Monts	8	147	1924
Waycross High School	P	4	Ralph Newton	10	317	1924

GEORGIA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Waynesboro High School	P	4	T. J. Lance	8	189	1919
West Point High School	P	4	W. P. Thomas	5	90	1921
Winder High School	P	4	W. W. Standl	9	210	1917
Woodbury Meriwether County High School	P	4	M. H. Dillard	6	79	1927
Young Harris Academy	P	4	J. A. Sharp	11	203	1928
5th District A. & M., Walker Park	P	4	J. H. Walker	14	232	1928
TOTAL		100	Average per School	1196	27817	
				12	278	

KENTUCKY

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Anchorage	P	6-6	A. B. Crawford	13	217	1923
Ashland	P	6-3-3	W. B. Jackson	27	580	1914
Beaver Dam	P	8-4	E. E. Tartar	4	130	1925
Bellevue	P	8-4	Leo F. Gilligan	7	132	1914
Berea Academy	Pr	9-3	C. N. Shutt	21	414	1924
Bowling Green	P	8-4	L. C. Curry	13	320	1923
Bowling Green High School	Pr	6-6	L. B. Stephan	9	138	1927
Teachers College High	P	8-4	T. H. Barton	5	108	1927
Calhoun						
Campbellsville						
Campbellsville College	Pr	6-6	L. C. Henderson	8	96	1927
Carlisle	P	8-4	E. E. Pfanstiel	7	187	1924
Carrollton	P	8-4	P. B. Boyd	7	126	1918
Cattlettsburg	P	8-4	Powell E. Barker	8	204	1921
Central City	P	8-4	Tim Meinschien	14	268	1926
Columbia	P	8-4	L. H. Lutes	6	169	1926
Corbin	P	8-4	R. F. Wiley	9	278	1925
Covington						
Holmes High School	P	8-4	John L. Goble	38	904	1913
Notre Dame Academy	Pr	8-4	Sister M. Agnetis	6	106	1924
St. Walberg	Pr	8-4	Sister M. Julietta	4	57	1925
Villa Madonna	Pr	8-4	Sister M. Vicentia	5	63	1925
Cynthiana	P	8-4	W. E. Lawson	8	182	1922
Danville	P	6-6	Maurice Seay	10	246	1921
Dayton	P	6-6	Olin W. Davis	16	397	1921
Elizabethtown	P	8-4	J. H. Parker	5	170	1918
Falmouth	P	8-4	J. D. Williams	5	132	1928

KENTUCKY—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Fort Thomas						
Highlands High School	P	6-6	Marguerite Moery	17	449	1917
Frankfort	P	8-4	Duke W. Young	13	259	1913
Franklin	P	6-6	W. L. Matthews	9	249	1925
Fulton	P	8-4	W. L. Swann	10	231	1922
Georgetown	P	8-4	C. R. Lisenby	8	150	1914
Glasgow	P	8-4	R. A. Palamore	9	233	1925
Greenville	P	6-6	V. M. Moseley	9	180	1925
Harlan	P	8-4	C. T. Hughes	17	379	1926
Hazard	P	8-4	J. F. Snyder	8	200	1925
Henderson						
Barrett Manual Training High	P	8-4	J. E. Beck	13	360	1928
Hickman	P	8-4	J. M. Calvin	6	134	1921
Hindman Settlement School	Pr	8-4	J. F. Smith	7	88	1927
Hopkinsville						
Bethel Woman's College High	Pr	8-4	J. W. Gaines	7	45	1928
Hopkinsville High School	P	8-4	Gladstone Koffman	17	452	1913
Horse Cave	P	8-4	V. L. Christian	5	94	1923
La Center						
Ballard County High	P	8-4	J. B. Williams	5	115	1926
Lancaster	P	8-4	R. D. Judd	10	138	1924
Lebanon	P	8-4	J. R. Sterrett	5	142	1925
Letchfield	P	8-4	Bettie Morgan	5	108	1925
Lexington						
Hamilton College	Pr	8-4	Hilda Threlkeld	6	67	1925
Henry Clay High School	P	6-3-3	Charles Skinner	33	685	1921
Picadome	P	6-6	Margaret McCubbing	12	290	1926
Sayre College High	Pr	8-4	J. C. Hanley	6	50	1924

KENTUCKY—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
St. Catherine's Academy.....	Pr	8-4	Sister Columba.....	5	70	1926
University High School.....	Pr	8-4	M. E. Ligon.....	6	75	1921
Livermore.....	P	8-4	L. V. Burge.....	6	142	1926
London.....						
Sue Bennett Memorial.....	Pr	8-4	K. C. East.....	9	90	1922
Louisa.....	P	8-4	G. F. Young.....	10	221	1926
Louisville.....						
Sacred Heart Academy.....	Pr	8-4	Sister M. Angela.....	5	100	1926
J. M. Atherton School for Girls.....	P	8-4	Emma Woerner.....	45	879	1924
Dupont Manual Training School.....	P	8-4	E. P. Chapin.....	42	983	1921
Girls' High School.....	P	8-4	S. B. Tinsley.....	59	1307	1913
Holy Rosary Academy.....	Pr	8-4	Sister Marie.....	6	56	1928
Male High School.....	P	8-4	J. B. Carpenter.....	53	1229	1913
Loretta Academy.....	Pr	8-4	Sister M. Faber.....	5	56	1926
Kentucky Home School for Girls.....	Pr	7-5	Annie S. Anderson.....	8	42	1922
Presentation Academy.....	Pr	8-4	Sister A. Teresa.....	8	127	1925
Ursuline Academy.....	Pr	8-4	Sister M. Agnes.....	5	130	1927
Ludlow.....	P	6-6	D. H. Norris.....	8	144	1926
Lyndon.....						
Kentucky Military Institute.....	Pr	8-4	C. B. Richmond.....	12	170	1925
Madisonville.....	P	8-4	C. I. Henry.....	14	372	1919
Mayfield.....	P	8-4	Kenneth Patterson.....	11	337	1916
Mayslick.....	P	6-6	G. H. England.....	5	63	1922
Maysville.....	P	8-4	F. B. Richardson.....	10	182	1921
Middlesboro.....	P	8-4	M. M. Moss.....	14	352	1922
Millersburg.....						
Bourbon County High.....	P	8-4	O. L. Mullikin.....	6	127	1923

KENTUCKY—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Millersburg Military Institute	Pr	8-4	W. R. Nelson	6	60	1925
Morganfield	P	8-4	T. O. Hall	6	204	1920
Mount Sterling	P	8-4	H. A. Babb	8	206	1928
Munfordville	P	8-4	H. R. Riley	4	81	1928
Murray	P	6-6	W. J. Caplinger	14	308	1924
Murray High School	Pr	6-6	W. J. Caplinger	11	164	1928
Murray Training School	Pr	8-4	Sister M. Ignatius	12	85	1920
Nazareth Academy	P	6-6	A. E. Arnold	20	502	1913
Newport	P	6-6	H. C. Burnette	7	202	1926
Nicholasville	P	8-4	J. O. Lewis	25	71	1913
Owensboro	P	6-3-3	Walter Jetton	27	415	1913
Paducah	P	8-4	C. O. Warren	9	185	1922
Augusta Tilghman High	P	8-4	H. C. Taylor	9	225	1927
Heath High School	P	6-3-3	F. A. Scott	18	150	1915
Paintsville	P	6-6	Harvey A. Toft	16	131	1926
Paris	P	8-4	F. D. McClelland	15	129	1925
Pippass	P	8-4	T. W. Oliver	11	318	1925
Knot County High	P	8-4	W. M. Wilson	10	246	1925
Pikeville	Pr	6-6	L. P. Jones	9	200	1926
Pikeville Academy	P	6-6	C. A. Horn	10	271	1923
Pikeville High School	P	8-4	W. C. Jones	8	108	1927
Pineville	P	8-4	W. F. O'Donnell	9	255	1925
Providence	P	8-4				
Princeton—Butler High	P	8-4				
Richmond	Pr	8-4				
Eastern Normal High	P	8-4				
Madison High School	P	8-4				

KENTUCKY—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Russell	P	8-4	B. F. Kidwell	10	151	1925
Russellville	P	8-4	C. T. Canon	5	142	1926
Scottsville	P	8-4	N. D. Bryant	9	243	1926
Shelbyville	P	6-6	E. E. Bratcher	14	147	1919
Science Hill School for Girls	Pr	8-4	Mrs. W. T. Poynter	7	91	1924
Somerset	P	8-4	C. H. Purdom	15	314	1921
St. Catherine						
St. Catherine's Academy	Pr	8-4	Sister M. Bernard	7	50	1925
Stanford	P	8-4	J. T. Embry	7	119	1925
Sturgis	P	8-4	W. T. McGraw	8	209	1913
St. Vincent						
St. Vincent Academy	Pr	8-4	Sister Bertrand	4	51	1924
St. Joseph						
St. Joseph Academy	Pr	8-4	Sister Eugenia	5	63	1926
Versailles						
Margaret Hall	Pr	8-4	Sara Gaither	5	34	1926
Massie School for Boys	Pr	7-5	R. K. Massie, Jr.	5	34	1925
Versailles High School	P	7-5	Paul L. Garrett	7	181	1926
Williamsburg	P	8-4	E. T. Mackey	7	210	1927
Wilmore						
Bethel Academy	Pr	8-4	George Burkholder	10	141	1925
Winchester	P	6-6	W. R. Champian	11	221	1924
TOTAL		109	Average per School	1244	24893	
				12	244	

LOUISIANA

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Alexandria						
Bolton	P	4	S. M. Brame	43	1032	1915
Amite	P	4	R. W. Russell	9	177	1920
Arcadia	P	4	E. R. Hester	7	158	1924
Baker	P	4	V. E. Eskridge	5	110	1926
Baskin	P	4	W. A. Peters	5	99	1926
Bastrop	P	4	B. S. Hamner	13	271	1923
Baton Rouge						
High School	P	4	Miss Reine Alexander	26	592	1917
Istrouma	P	4	H. P. Overton	8	176	1926
University Demonstration	P	4	J. R. Shoptaugh	5	85	1915
Bogalusa	P	4	M. O. Rudolph	19	558	1917
Boyce	P	4	B. Tubre	8	168	1920
Bunkie	P	4	C. G. Snoddy	7	172	1926
Cheneyville	P	4	O. B. Adams	5	87	1927
E. E. Lyon, Covington, La.	P	4	Miss Eleanor Rayne	11	295	1925
Crowley	P	4	J. W. Mobley	13	284	1921
Delhi	P	4	P. M. Johnson	6	120	1919
DeQuincy	P	4	T. S. Cooley	8	184	1920
DeRidder	P	4	H. M. Wells	14	304	1921
Donaldsonville	P	4	B. C. Alwes	5	126	1922
Edgard	P	4	Chas. Brussard	5	91	1922
Elizabeth	P	4	K. C. Smith	5	81	1926
Franklin	P	4	J. B. Aycock	10	188	1921
Gilbert	P	4	S. N. Chennault	6	105	1924
Glenmora	P	4	R. E. Galloway	8	168	1922
Gretna	P	4	Miss Helen Cox	15	358	1922
Gueydan	P	4	D. S. Byrnside	6	85	1927

LOUISIANA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Hammond	P	4	L. A. Sims	13	294	1920
Haynesville	P	4	Joe Farrar	14	348	1925
Homer	P	4	P. C. Rogers, Jr.	10	198	1921
Houma						
Terrebonne High	P	4	E. L. Talbot	—	—	1914
Independence	P	4	T. B. Pugh	7	118	1921
Jeanerette	P	4	W. L. Colvin	8	122	1926
Jennings	P	4	L. L. Kilgore	10	182	1918
Kenner	P	4	S. J. Barbre	5	52	1928
Kentwood	P	4	H. O. Schwartz	8	151	1923
Kinder	P	4	S. P. Arnett	5	73	1926
Lafayette	P	4	R. E. Chaplin	15	401	1926
Lake Charles	P	4	G. W. Ford	24	550	1921
Lake Providence						
East Carroll	P	4	Guy H. Sommers	6	101	1921
Lecompte	P	4	A. T. Browne	7	117	1922
Leesville	P	4	A. H. Nanney	10	245	1925
Lisbon	P	4	M. J. Haynes	5	62	1925
Mangham	P	4	T. A. Judd	7	134	1928
Mansfield	P	4	I. C. Strickland	9	251	1925
Marksville	P	4	G. A. Zernott	8	185	1925
Mer Rouge	P	4	W. C. Jordan	5	73	1928
Merryville	P	4	Chas Gott	8	151	1920
Minden						
Harris	P	4	V. M. Robert	5	45	1926
Minden	P	4	J. E. Harper	17	358	1921

LOUISIANA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Monroe						
City High	P	4	Ernest Neville	10	220	1918
Ouachita Parish	P	4	Jack Hayes	28	821	1914
Morgan City	P	4	H. L. Killen	10	100	1921
New Iberia	P	4	C. M. Baho	14	321	1920
Napoleonville	P	4	W. P. Blanchard	6	123	1922
Natchitoches	P	4	E. J. Brown			1926
New Orleans						
Academy of the Sacred Heart	Pr	4	Mother M. Deslattes	7	96	1927
Holy Cross Academy	Pr	4	Brother Ephrem	6	119	1925
Isidore Newman Manual Training	Pr	4	C. C. Henson	22	257	1913
Jesuit High School	Pr	4	Rev. P. A. Roy	25	593	1926
John McDonogh	P	4	Miss Eugenie Suydam	22	532	1922
McGehee's High	Pr	4	Louise S. McGehee	12	118	1921
Miller's High	Pr	4	Mrs. Diana J. Pitts	6	51	1923
New Orleans Academy	Pr	4	R. McG. Perrin	4	65	1923
Sophie B. Wright	P	4	Mrs. Alice Lusher	38	1006	1922
St. Mary's Dominican	Pr	4	Sr. M. Kevin	9	179	1927
Ursuline Convent	Pr	4	Sr. St. Rose McKinney	7	61	1928
Warren Easton	P	4	Frank W. Gregory	40	1133	1917
New Roads						
Poydras	P	4	E. B. Jewell	5	118	1924
Oakdale	P	4	E. H. Lenox	9	228	1925
Oil City	P	4	L. W. Ferguson	8	171	1926
Opelousas	P	4	P. D. Pavy	11	326	1917
Patterson	P	4	T. P. Bank	6	117	1922
Pelican	P	4	Spencer Phillips			1925
Plaquemine	P	4	S. L. Crownover	7	160	1922

LOUISIANA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Ponchatoula	P	4	C. C. Pittman	10	224	1922
Rayne	P	4	W. Sonnier	8	156	1920
Rayville	P	4	H. J. Woolridge	6	165	1924
Rosedale						
Shady Grove	P	4	W. L. Rather	6	82	1922
Ruston	P	4	H. E. Townsend	17	466	1928
Shreveport						
C. E. Bryd High School	P	4	G. C. Koffman	86	2413	1914
St. John's	Pr	4	Rev. F. X. Dougherty	8	122	1925
Slidell	P	4	F. C. Ratliff	8	142	1923
Springhill	P	4	S. R. Emmons	7	134	1922
St. Martinville	P	4	F. M. Carson	5	116	1925
Sulphur	P	4	I. D. Bayne	9	216	1924
Summerfield	P	4	A. A. Smith	6	110	1926
Tallulah	P	4	P. W. Byrd	6	107	1924
Vinton	P	4	J. M. Boyet	8	192	1922
Vivian	P	4	C. L. Mackey	12	315	1922
Welsh	P	4	S. J. Staples	---	---	1920
Westwego	P	4	Miss Stella Worley	6	63	1927
White Castle	P	4	Lemuel Riehm	6	111	1922
Winnsboro	P	4	M. H. Bardwell	6	150	1926
TOTAL		93	Average per School	1010	22574	
				11	243	

MISSISSIPPI

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Aberdeen	P	4	C. E. Saunders	8	161	1922
Amory	P	4	J. F. Evans	11	168	1922
Belzoni	P	4	B. P. Brooks	9	135	1922
Biloxi	P	4	A. L. May	15	333	1922
Brookhaven	P	4	E. S. Bowlus	12	288	1923
Brooklyn						
Forrest County A. High School	P	4	K. P. Walker	8	126	1928
Canton	P	4	Jas. M. Smyth	8	155	1918
Charleston	P	4	W. W. Gunn	7	112	1920
Charleston						
Tallahatchie County A. High School	P	4	J. R. Fewell	7	104	1924
Clarksdale	P	4	H. B. Heidelberg	16	259	1914
Cleveland	P	4	J. C. Windham	9	150	1922
Clinton	P	4	J. M. Lassetter	6	94	1928
Columbus						
Stephen D. Lee	P	4	H. H. Ellis	19	333	1919
Corinth	P	4	C. L. Crawley	10	248	1919
Drew	P	4	F. C. Barnes	6	103	1928
Durant	P	4	G. R. Bennett	6	99	1924
Ellisville						
Jones County A. High School	P	4	M. P. Bush	21	344	1928
Flora	P	4	W. R. Sumrall	5	52	1924
Greenville	P	4	E. E. Bass	14	257	1902
Greenwood	P	4	W. C. Williams	15	350	1902
Grenada	P	4	John Rundle	8	173	
Gulfport	P	4	B. Frank Brown	17	380	1913

MISSISSIPPI—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Gulfport						
Gulf Coast Military Academy	Pr	4	J. E. Belka	12	240	1918
Gulfpark College	Pr	4	Richard G. Cox	11	85	1922
Hattiesburg	P	4	W. I. Thames	19	454	1920
Hazlehurst	P	4	E. R. Jobe	6	95	1927
Holly Springs	P	4	G. S. Patton	5	84	1927
Indianola	P	4	W. W. Lockard	7	101	1924
Jackson						
Central High School	P	4	E. L. Bailey	37	933	1913
Kosciusko	P	4	H. V. Cooper	8	154	1923
Laurel	P	4	R. H. Watkins	16	432	1913
Leland	P	4	J. G. Chastain	7	114	
Lexington	P	4	W. B. Kenna	9	133	1922
McComb	P	4	J. E. Gibson	18	416	1914
Meridian	P	4	H. M. Ivy	29	915	1915
Merigold	P	4	F. W. Young	5	68	1924
Moorhead	P	4				
Sunflower County A. High School	P	4	J. S. Vandiver	9	161	1928
Natchez	P	4	W. H. Braden	11	196	1914
New Albany	P	4	R. W. Applewhite	9	173	1907
Perkinson						
Harrison-Stone-Jackson A. High School	P	4	J. L. Denson	13	141	1927
Picayune	P	4	T. K. Boggan	8	157	1925
Poplarville						
Pearl River County A. High School	P	4	S. L. Stringer	14	73	1914
Port Gibson						
Chamberlain-Hunt Academy	Pr	4	J. W. Kennedy	6	65	1911

MISSISSIPPI—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Raymond						
Hinds County A. High School	P	4	G. J. Cain	10	128	1917
Rolling Fork	P	4	J. A. Ellard	6	49	1923
Rosedale	P	4	J. H. Nutt	8	63	1924
Ruleville	P	4	D. R. Patterson	6	74	
Sardis	P	4	B. W. Gowdy	5	81	1923
Shaw	P	4	Frank Hough	5	62	1923
Starkville	P	4	E. E. Fox	9	160	1928
Tupelo	P	4	C. F. Capps	14	268	1918
Vicksburg	P	4	J. P. Carr	13	314	1926
Vicksburg						
All Saints College	Pr	4	Miss M. L. Newton	8	57	1922
West Point	P	4	B. T. Schumpert	9	187	1920
Yazoo City	P	4	R. L. Bedwell	10	180	1917
Total		55	Average per School	599	11237	
				10	204	

NORTH CAROLINA

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Albemarle	P	4	M. S. Beam	12	305	1926
Asheboro	P	4	R. J. Hilker	7	171	1928
Asheville						
Academy of St. Genevieve	Pr	4	Mother M. Monk	7	80	1913
Asheville-David Millard	P	9-11	Lee H. Edwards	44	882	1913
Asheville School	Pr	7-12	Howard Bement	17	136	1913
Badin	P	4	A. S. Anderson	6	115	1926
Biltmore	P	4	W. H. Jones	13	194	1928
Black Mountain	P	4	John O. Wood	7	167	1928
Blue Ridge						
Lee School for Boys	Pr	7-12	James A. Peoples	7	62	1927
Boiling Springs	Pr	4	J. D. Huggins	8	100	1925
Burlington	P	4	W. D. Halfacre	15	457	1919
Canton	P	4	R. J. Reveley	12	299	1920
Caroleen-Henrietta Caroleen	P	4	A. C. Lovelace	6	112	1925
Chapel Hill	P	4	B. A. Stevens	11	160	1916
Charlotte (Central)	P	10-12	E. H. Garrenger	38	999	1913
Cliffside	P	4	C. A. Denson	7	152	1927
Concord	P	4	J. M. Tignor	19	370	1924
Dunn	P	4	B. E. Lohr	10	251	1926
Durham						
Durham High	P	9-12	W. F. Warren	43	810	1902
West Durham	P	9-12	S. G. Lindsey	8	122	1920
Edenton	P	4	J. A. Holmes	8	202	1917
Elizabeth City	P	4	A. M. Stephens	15	369	1913
Elm City	P	4	P. T. Fugate	6	127	1926
Farmville	P	4	Raymond Peele	6	157	1922

NORTH CAROLINA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Fayetteville	P	4	M. C. Campbell	18	420	1921
Forest City (Cool Springs)	P	4	Charles C. Erwin	13	301	1924
Gastonia	P	4	J. Eris Cassell	29	755	1920
Gibson (Rockdale)	P	4	H. F. Krauss	7	91	1927
Goldsboro	P	4	T. T. Hamilton, Jr.	17	499	1922
Granite Quarry	P	4	E. N. Peeler	6	125	1928
Greensboro (Central)	P	4	C. W. Phillips	54	1186	1917
Greenville	P	4	J. A. Keech	16	464	1917
Hamlet	P	4	H. M. Kyzer	11	273	1925
Curry Training School (N. C. C. W.) Greensboro	P	4	A. P. Kephart	12	118	1928
Henderson	P	4	A. P. Sledd	8	280	1925
Hendersonville	Pr	7-12	J. R. Sandifer	7	53	1916
Blue Ridge School	Pr	8-12	J. R. Sevier	12	76	1826
Fassifern School	P	7-11	H. C. Mardis	24	428	1917
Hendersonville High	P	4	Samuel Thompson	17	518	1921
Hickory	P	4	L. R. Johnston	41	1086	1920
High Point	P	4	J. P. Booth	20	355	1917
Kinston (Grainger)	P	4	R. C. Kiser	8	247	1916
Laurinburg	P	4	J. C. Harper	10	236	1928
Lenoir	P	4	T. D. Stokes	13	342	1924
Lexington	P	4	I. B. Hudson	11	278	1925
Lumberton	P	4	P. J. Story	10	237	1928
Marion	Pr	9-11	R. M. Lee	6	70	1916
Mars Hill College (H. S. Dept.)	P	4	C. L. Green	7	85	1928
Maxton	P	4	J. P. Moore	5	120	1927
Mebane	P	4				

NORTH CAROLINA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Monroe	P	4	P. O. Purser	10	302	1922
Morehead City	P	4	Laura D. Buckley	8	189	1927
Morganton	P	4	E. O. Randolph	12	372	1922
Mount Airy	P	4	J. S. Brown	15	331	1926
Mountain Park Institute	Pr	4	J. K. Williams	6	62	1928
New Bern	P	4	J. M. Shields	13	351	1927
North Wilkesboro	P	4	L. E. Calhoun	8	186	1922
Oak Ridge Institute	Pr	4	T. E. Whitaker	10	225	1899
Oxford						
Oxford High School	P	4	N. W. Weldon	8	233	1922
Oxford Orphanage	Pr	4	D. S. Johnson	10	83	1925
Raeford	P	4	W. E. Fell	6	167	1925
Raleigh						
Raleigh High School	P	4	C. E. Wessinger	49	1075	1913
Saint Mary's School	Pr	9-12	Virginia Holt	17	80	1923
Peace Institute	Pr	4	W. C. Pressly	9	70	1927
State School for Blind	P	4	H. C. Griffin	13	28	1925
Red Springs	P	4	J. L. Duncan	5	103	1928
Reidsville	P	4	L. J. Perry	12	339	1920
Rich Square	P	4	N. L. Turner	7	124	1925
Roanoke Rapids	P	7-12	C. W. Davis	20	457	1928
Rockingham	P	4	Kate Finley	14	409	1920
Rocky Mount	P	4	Z. L. Foy	24	598	1921
Roxboro	P	4	B. B. Knight	8	195	1927
Rutherford College H. S.	Pr	4	E. P. Billups	6	57	1923
Rutherfordton-Spindale	P	4	L. E. Spikes	11	290	1925
Salemberg						
Pineland School	Pr	4	Mr. and Mrs. W. J. Jones	10	77	1923

NORTH CAROLINA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Salisbury (Boyden)	P	4	J. H. Knox	34	781	1922
Selma	P	4	H. Bueck	7	172	1925
Scotland Neck	P	4	F. M. Tucker	7	168	1923
Shelby	P	4	Columbus Andrews	20	486	1920
Smithfield	P	4	Mrs. Inez C. Boney	7	179	1918
Southern Pines	P	4	W. F. Allen	5	103	1925
Spencer	P	4	W. F. Shealy	9	283	1922
East Spencer	P	4	J. B. Caldwell	4	92	1927
Statesville	P	4	W. R. Kirkman	18	477	1921
Tarboro	P	4	W. C. Ramsey	8	155	1918
Thomasville	P	4	P. C. Newton	8	215	1925
Wadesboro	P	4	L. H. Fogleman	12	228	1928
Washington High	P	4	E. S. Johnson	14	329	1922
Washington College Institute	Pr	4	M. O. Fletcher	6	115	1928
Wilmington (New Hanover)	P	8-12	W. O. Hampton	45	1453	1914
Wilson (Chas. L. Coon)	P	7-11	F. W. Greene	22	573	1916
Winston-Salem						
Salem Academy	Pr	4	Eleanor Chase	8	80	1915
Winston-Salem (R. J. Reynolds)	P	4	J. W. Moore	81	1830	1916
TOTAL		92	Average per School	1340	29534	
				15	321	

SOUTH CAROLINA

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Abbeville	P	4	C. H. Tinsley	9	204	1921
Anderson (Boys)	P	4	E. C. McCants	13	306	1925
Bamberg	P	4	E. P. Allen	6	127	1913
High School	Pr	4	J. F. Risher	6	70	1924
Carlisle	P	4	L. K. Hagood	8	182	1921
Beaufort	P	4	S. B. Marshall	9	208	1927
Belton	P	4	J. G. Kelly	7	175	1914
Bennettsville	P	4	J. G. Richards, Jr.	11	236	1923
Camden	P	4	J. G. Richards, Jr.	11	236	1923
Charleston	Pr	4	Mary V. McBee	8	80	1916
Ashley Hall	P	4	A. B. Rhett	20	617	1913
Boys High School	Pr	4	P. M. Thrasher	5	68	1913
Porter Military Academy	P	4	J. K. McCown	8	165	1923
Cheraw	P	4	M. E. Brockman	14	411	1916
Chester	P	4	J. H. Witherspoon	13	239	1925
Clinton	P	4	L. Ross Lynn	6	81	1926
High School	Pr	4	A. C. Flora	36	981	1918
Thornwell	P	4	C. B. Seaborn	12	301	1924
Columbia	P	4	J. C. Daniel	11	247	1913
Conway	P	4	A. J. Richards	6	121	1923
Darlington	P	4	W. H. McNairy	13	277	1927
Denmark	P	4	D. R. Hill	10	130	1925
Dillon	P	4	W. M. Scott	11	296	1925
Duncan	P	4	D. R. Riser	7	117	1925
Easley	P	4				
Edgefield	P	4				

SOUTH CAROLINA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Florence	P	4	J. W. Moore	27	542	1913
Gaffney	P	4	W. C. Taylor	22	453	1926
Georgetown	P	4	Wm. C. Bynum	7	176	1925
Greenville						
High School	P	4	J. L. Mann	48	1000	1921
Parker Jr.-Sr. High School	P	4	L. P. Hollis	34	741	1928
Greenwood						
Bailey Military Academy	Pr	4	J. D. Fulp	10	110	1921
High School	P	4	W. E. Black	22	501	1914
Greer	P	4	S. W. Rabb	17	342	1925
Hartsville	P	4	J. H. Thornwell	15	325	1923
Honea Path	P	4	L. L. Wright	11	232	1925
Kershaw	P	4	M. G. Patton	8	127	1926
Lake City	P	4	G. T. Hagan	8	185	1924
Lancaster	P	4	E. M. McCown	11	248	1924
Latta	P	4	B. F. Carmichael	8	151	1924
Laurens	P	4	C. K. Wright	14	384	1925
McCormick	P	4	W. E. Lake, Jr.	8	171	1927
Marion	P	4	T. C. Easterling	11	231	1924
Mullins	P	4	L. B. McCormick	11	232	1925
Newberry	P	4	O. B. Cannon	14	281	1924
Orangeburg	P	4	A. J. Thackston	20	456	1915
Rock Hill						
High School	P	4	R. C. Burts	20	466	1921
Winthrop Training School	Pr	4	O. M. Mitchell	8	124	1923
Saint Matthews	P	4	G. W. Wannamaker	8	159	1924
Seneca	P	4	T. D. Watkins	11	238	

SOUTH CAROLINA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Simpsonville	P	4	J. A. Gathings	11	210	1919
Spartanburg	P	4	Frank Evans	47	1206	1913
Summerville	P	4	J. H. Spann	6	136	
Sumter						
(Boys)	P	4	S. H. Edmunds	12	239	1913
(Girls)	P	4	S. H. Edmunds	13	283	1913
Union	P	4	T. C. Jolly, Jr.	14	296	1925
Walterboro	P	4	W. H. Ward	14	275	1925
Willington						
De La Howe High School	P	4	J. B. Branch	6	28	
Winnsboro	P	4	G. F. Patton	6	126	1926
York	P	4	E. A. Montgomery	12	286	1925
TOTAL		57	Average per School	763	16599	
				14	291	

TENNESSEE

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Alcoa High School	P	4	V. F. Goddard	6	110	1928
Athens						
Tennessee Wesleyan College Preparatory	Pr	4	James L. Robb	8	62	1918
Bartlett						
Nicholas Blackwell High School	P	4	John H. George	12	188	1925
Baxter						
Baxter Seminary	P	4	H. L. Upperman	8	119	1925
Benton						
Polk County High School	P	4	J. L. Brewer	12	259	1914
Bolivar						
Central High School	P	4	M. W. Robinson	5	135	1925
Bristol High School	P	4	R. B. Rubins	16	334	1928
Brownsville						
Haywood County High School	P	4	J. B. Calhoun	8	220	1928
Buntyn						
Elizabeth Messick High School	P	4	F. S. Elliott	16	619	1923
Carthage						
Smith County High School	P	4	C. M. Hardison	9	241	1923
Chattanooga						
The Baylor School	Pr	4	Alexander Guerry	13	242	1919
Central High School	P	4	S. E. Nelson	61	1546	1918
High School	P	4	Creed F. Bates	33	650	1927
Girls' Preparatory School	Pr	4	Tommie P. Duffey	11	158	1913
The McCallie School	Pr	4	S. J. McCallie	18	283	1909
Clarksville High School	P	4	Robt. R. Vance	23	544	1920
Cleveland						
Centenary High School	Pr	4	Flora Bryson	7	17	1920
Central High School	P	4	A. L. Rankin	14	396	1928

TENNESSEE—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Collierville High School	P	4	Harry Williamson	8	83	1925
Columbia						
Central High School	P	4	L. S. Duke	16	403	1917
Institute	Pr	4	Mrs. Margaret Cruikshank	8	38	1925
Military Academy	Pr	4	R. V. Erwin	11	140	1911
Cookeville						
Technical High School	P	4	Q. M. Smith	9	45	1927
Covington						
Byars-Hall High School	P	4	A. H. Grantham	10	267	1928
Decherd						
Franklin County High School	P	4	J. E. Moore	6	203	1927
Dyersburg High School	P	4	C. M. Walker	14	279	1920
Erwin						
Unicoi County High School	P	4	Carl T. Vance	10	277	1928
Fountain City						
Central High School	P	4	Hassie K. Gresham	20	552	1918
Franklin						
Battle Ground Academy	Pr	4	Geo. I. Briggs	5	90	1925
Gallatin						
Central High School	P	4	W. Lee Harris	10	280	1928
Goodlettsville High School	P	4	C. F. Alden	7	143	1923
Harriman High School	P	4	J. H. Jarvis	8	150	1926
Harrogate						
Lincoln Memorial Academy	Pr	4	G. H. Lyons	7	185	1927
Hartsville						
Trousdale County High School	P	4	J. W. Kilgo	6	150	1923
Henderson						
Chester County High School	P	4	W. E. Montgomery	8	162	1928

TENNESSEE—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Jacksboro High School	P	4	Benton B. Mitchell	8	99	1928
Jasper						
Marion County High School	P	4	S. T. Gass	8	179	1919
Johnson City						
Science Hill High School	P	4	C. E. Rogers	21	499	1928
Kingsport High School	P	4	C. K. Kofman	20	298	1922
Knoxville						
Knoxville High School	P	4	W. E. Evans	59	1725	1914
LaFollette						
LaFollette High School	P	4	Pat W. Kerr	9	202	1926
Lawrenceburg						
Lawrence County High School	P	4	E. O. Coffman	13	318	1928
Lenoir City						
Lenoir City High School	P	4	Roy R. Anderson	11	247	1925
Madison						
Nashville Agricultural Normal Institute	Pr	4	Blanche Noble	6	149	1927
Martin						
Martin City High School	P	4	Eph. P. Smith	12	261	1928
Maryville						
Maryville High School	P	4	R. O. Smith	10	225	1928
Memphis						
Central High School	P	4	C. P. Jester	54	1312	1919
L. C. Humes High School	P	4	S. L. Ragsdale	11	282	1928
University School	Pr	4	C. C. Wright	6	86	1926
Miss Hutchison's School	Pr	4	Mary G. Hutchison	8	120	1923
St. Agnes High School	Pr	4	Sister Margaret	6	105	1925

TENNESSEE—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
South Side High School.....	P	4	H. H. Gnuse.....	27	652	1926
Technical High.....	P	4	J. L. Highsow.....	36	1118	1928
Millington						
Central High School.....	P	4	Hal Anderson.....	12	151	1918
Morristown High School.....	P	4	F. L. Henderson.....	17	223	1921
Mount Pleasant						
Hay-Long High School.....	P	4	Dudley S. Tanner.....	9	168	1925
Murfreesboro						
Central High School.....	P	4	J. C. Mitchell.....	14	434	1919
Nashville						
Central High School.....	P	4	G. C. Carney.....	35	969	1928
David Lipscomb Preparatory School.....	Pr	4	H. Leo Boles.....	8	97	1926
Duncan College Preparatory.....	Pr	4	Marvin T. Duncan.....	6	102	1920
Father Ryan High School.....	Pr	4	D. L. Leary.....	7	165	1928
Hume-Fogg High School.....	P	4	C. T. Kirkpatrick.....	55	1462	1909
Montgomery Bell Academy.....	Pr	4	Isaac Ball.....	4	106	1899
Peabody Demonstration School.....	Pr	4	W. H. Yarbrough.....	12	249	1919
St. Cecelia Academy.....	Pr	4	Sr. Anne Frances.....	7	71	1925
Wallace University School.....	Pr	4	C. B. Wallace.....	5	80	1897
Ward Belmont.....	Pr	4	Jno. W. Barton.....	23	243	1913
Paris						
E. W. Grove High.....	P	4	C. B. Mathews.....	12	378	1915
Pleasant Hill						
Pleasant Hill Academy.....	Pr	4	E. H. Elam.....	9	98	1925
Pulaski						
Martin College Preparatory School.....	Pr	4	G. A. Morgan.....	7	26	1915
Ripley						
Ripley High School.....	P	4	T. O. Griffs.....	11	269	1923

TENNESSEE—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Rockwood High School	P	4	T. R. Eutsler	8	184	1926
Sevierville						
Murphy Collegiate Institute	Pr	4	B. Lloyd Black	8	86	1924
Sewanee						
Sewanee Military Academy	Pr	4	D. G. Craven	7	93	1913
Smithville						
DeKalb County High School	P	4	Z. P. Beachboard	5	100	1924
Smyrna						
Smyrna High School	P	4	E. F. Crawford	5	92	1925
Springfield						
Springfield High School	P	4	W. M. Overcash	10	204	1926
Spring Hill						
Branham & Hughes Military Academy	Pr	4	Wm. O. Batts	8	155	1897
Sweetwater						
Tennessee Military Institute	Pr	4	C. R. Endsley	8	138	1918
Union City High School	P	4	M. J. Clarke	15	245	1922
Whitehaven High School	P	4	Sarah Fletcher	12	189	1923
TOTAL		81	Average per School	1107	24215	
				14	299	

TEXAS

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Abilene	P	4	R. D. Green	50	1381	1914
Alamo Heights	P	4	J. F. Howard	11	277	1928
Albany	P	4	W. O. Willingham	11	206	1928
Alice	P	4	J. T. H. Bickley	8	213	1928
Amarillo	P	4	W. A. McIntosh	45	1270	1914
Austin	P	3	T. A. Gullett	63	1355	1913
High School	Pr	4	E. J. Misch	11	95	1924
St. Edward's Univ. Academy	P	4	J. F. Boren	7	173	1927
Baird	P	4				
Beaumont	P	3	M. E. Moore	40	940	1913
High School	P	4	C. W. Bingman	24	568	1916
South Park						
Belton						
High School	P	4	Paul B. Baker	12	328	1915
Baylor Academy	Pr	4	Ruth Morris	12	137	1921
Big Spring	P	4	W. C. Blankenship	14	420	1921
Bishop	P	4	M. L. Diviney	6	107	1928
Bonham	P	4	W. T. White	13	322	1913
Brady	P	4	C. A. Peterson	10	239	1916
Breckenridge	P	4	L. T. Cook	17	482	1925
Brenham	P	4	M. B. Holleman	12	222	1915
Brownsville	P	3	G. W. Gotke	20	260	1928
Brownwood						
High School	P	3	E. J. Woodward	20	450	1918
Howard Payne Academy	Pr	4	I. A. Hicks	6	62	1928
Bryan						
High School	P	4	Harry L. Durham	15	338	1924
Allen Academy	Pr	4	N. B. Allen	11	164	1918

TEXAS—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Burk Burnett	P	4	Butler Westerfield	15	295	1928
Byers	P	4	G. C. Boswell	6	106	1927
Caldwell	P	4	C. L. McDonald	7	179	1924
Calvert	P	4	J. I. Moore	8	80	1920
Cameron	P	4	T. A. Fisher	12	344	1915
Canyon High School	P	4	Jim Webb	11	225	1928
West Texas Teachers Col. High	P	4	F. E. Savage	13	174	1928
Carrizo Springs	P	4	R. C. Patterson	6	95	1926
Chillicothe	P	4	R. D. Thompson	8	147	1927
Cisco	P	4	J. J. Youngblood	19	411	1927
Clarendon	P	4	H. T. Burton	16	246	1928
Claude	P	4	O. L. Davis	8	157	1928
Cleburne	P	4	Emmett Brown	27	721	1913
Coleman	P	4	C. H. Hufford	13	385	1920
Colorado Commerce	P	4	Ben S. Peek	11	300	1928
East Texas State Teachers Col. High	P	4	E. H. Watson	21	514	1928
Cooledge	P	4	A. C. Strickland	6	134	1928
Corpus Christi	P	4	Mary Carroll	19	553	1919
Corsicana	P	4	H. D. Fillers	26	722	1913
Crosbyton	P	4	C. R. Owen	10	210	1927
Cuero	P	4	S. M. Melton	12	199	1918
Dallas						
Forest Avenue High	P	4	Wylie A. Parker	53	1492	1916
North Dallas High	P	4	E. B. Comstock	50	1340	1922
Oak Cliff High	P	4	W. H. Adamson	42	1087	1913

TEXAS—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Sunset High	P	4	J. A. Wilson	40	1686	1926
Technical High	P	4	Denman Kelley	33	687	1913
Woodrow Wilson High	P	4	G. L. Ashburn	56	1722	1928
Hockaday Col. Prep.	Pr	5	Ela Hockaday	13	183	1928
St. Mary's Prep.	Pr	4	Ethel K. Boyce	11	47	1924
Del Rio	P	4	J. C. Cochran	10	230	1922
Denison	P	4	F. B. Hughes	35	829	1918
Denton						
High School	P	3	W. T. Doggett	33	543	1922
North Texas Teachers College High	P	4	L. A. Sharp	16	240	1927
Donna	P	4	George V. Bear	12	211	1924
Eagle Lake	P	4	W. C. Reed	7	131	1918
Edinburg	P	4	H. C. Baker	32	400	1924
Electra	P	4	B. M. Dinsmore	21	523	1924
Elgin	P	4	W. H. Korges	9	147	1928
El Paso						
High School	P	4	A. H. Hughey	84	1736	1913
El Paso School for Girls	Pr	4	Lucinda de L. Templin	8	41	1923
Loretto Academy	Pr	4	Sister M. Vitalis Forshee	8	118	1928
Ennis	P	4	Newton W. McCann	19	443	1925
Farmersville	P	4	J. F. Kilpatrick	10	182	1927
Farwell	P	4	Ferman N. Sawyer	6	60	1928
Ferris	P	4	John T. Black	8	141	1928
Floydada	P	4	W. E. Patty	14	326	1928
Fort Stockton	P	4	V. A. Byrd	8	137	1921
Fort Worth						
Central High	P	3	R. L. Paschal	81	1941	1913

TEXAS—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
North Side High	P	3	C. A. Gardner	29	658	1917
Polytechnic High	P	3	W. A. Meacham	35	684	1914
W. C. Stripling High	P	3	J. R. Tucker	24	513	1927
Gainesville	P	4	H. O. McCain	23	552	1913
Galveston						
Ball High School	P	4	W. A. James	44	1061	1913
Goliad	P	4	E. A. Perrin	4	84	1924
Goose Creek	P	3	J. C. Ingram	13	498	1924
Graham	P	4	Ira T. Gilmer	11	294	1924
Greenville	P	4	L. C. Gee	30	726	1914
Groesbeck	P	4	D. M. Major	8	184	1926
Harlingen	P	3	Paul E. Phipps	12	270	1924
Henderson	P	4	Chas. O. Pollard	12	286	1928
Hereford	P	4	C. H. Dillehay	9	231	1926
Highland Park	P	4	H. E. Gable	23	606	1925
Hillsboro	P	4	W. F. Doughty	22	643	1913
Honey Grove	P	4	J. D. Howell	8	200	1926
Houston						
Jefferson Davis	P	3	H. N. Shofstall	27	531	1926
John H. Reagan	P	3	S. P. Waltrip	52	1208	1926
Milby	P	3	W. S. Stevenson	20	493	1927
Sam Houston	P	3	W. J. Moyes	60	1349	1913
San Jacinto	P	3	T. H. Rogers	58	1281	1913
Hubbard	P	4	L. L. Wilkes	8	153	1916
Humble	P	4	E. K. Barden	12	245	1926
Iowa Park	P	4	R. E. Brewster	9	163	1922
Jacksonville	P	4	Larue Cox	14	395	1928

TEXAS—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Kerens	P	4	J. J. Hendricks	7	147	1924
Kerrville						
Schreiner Institute	Pr	6	J. J. Delaney	14	106	1926
Kingsville	P	4	D. E. Moore	12	331	1928
Kirbyville	P	4	B. W. Martin	9	176	1928
Lampasas	P	4	Chas. Wachendorfer	7	182	1928
Liberty	P	4	R. W. Evans	8	102	1928
Livingston	P	4	R. L. Johnston	8	192	1923
Longview	P	4	H. L. Foster	13	361	1914
Lubbock	P	4	M. H. Duncan	47	1187	1924
Lufkin	P	4	I. A. Coston	21	512	1915
McAllen	P	3	J. D. Bramlette	13	208	1919
McGregor	P	4	C. L. Kuykendall	6	143	1915
McKinney	P	4	J. S. Carlisle	17	515	1928
McLean	P	4	Geo. Tummins	9	150	1928
Marfa	P	4	J. E. Gregg	6	91	1916
Marlin	P	4	H. J. McIlhenny	14	306	1913
Marshall	P	4	E. C. Deering	22	659	1913
Mart	P	4	E. R. Howard	10	203	1924
Memphis	P	3	H. A. Jackson	12	270	1927
Mercedes	P	3	Ernest H. Poteet	9	129	1924
Mexia	P	4	Roy M. Andrews	17	389	1919
Miami	P	4	I. S. Bradshaw	7	99	1927
Midland	P	4	W. W. Lackey	14	290	1928
Mineola	P	4	C. E. Nesbitt	9	180	1915
Mineral Wells	P	4	S. J. Smith	15	349	1918
Mission	P	3	S. L. Hardin	8	130	1924

TEXAS—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Mt. Pleasant	P	4	P. E. Wallace	10	241	1924
Nacogdoches	P	4	R. F. Davis	20	511	1928
Navasota	P	4	L. G. Andrews	10	165	1919
New Braunfels	P	4	E. A. Sahm	12	166	1928
Odessa	P	4	Murry H. Fly	6	117	1927
Olney	P	4	B. C. Schulkey	10	247	1928
Olton	P	4	H. P. Webb	7	154	1927
Orange	P	4	E. B. Stover	14	340	1916
Ozona	P	4	John L. Bishop	5	75	1916
Paducah	P	4	C. E. Jackson	9	214	1927
Palacios	P	4	Ralph P. Newsom	6	95	1928
Palestine	P	3	Bonner Frizzell	14	377	1919
Pampa	P	4	R. C. Campbell	19	410	1927
Panhandle	P	4	Law Sone	9	220	1924
Pecos	P	4	Joe R. Humphrey	6	128	1926
Perryton	P	4	W. B. Irvin	12	245	1928
Pharr-San Juan	P	4	J. Lee Stambaugh	10	169	1923
Plainview	P	4	Lee Clark	18	420	1922
Port Arthur	P	6	G. M. Simms	92	1984	1913
Port Neches	P	4	Tom H. Tuttle	9	138	1927
Quanah	P	4	C. E. Davis	17	388	1914
Ralls	P	4	A. B. Sanders	9	174	1926
Richmond	P	4	R. E. Scott	6	87	1927
Robstown	P	4	E. W. Seale	11	252	1927
Roby	P	4	N. C. Forrester	6	117	1927
Rosebud	P	4	R. F. Benson	6	128	1921
San Angelo	P	3	F. E. Smith	28	579	1913

TEXAS—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
San Antonio						
Brackenridge High	P	3	Enos Gary	77	1760	1916
Main Avenue High	P	3	Frank S. Eakeley		150	1919
Incarnate Word	Pr	4	Sister Augustine	6	96	1919
Our Lady of the Lake	Pr	4	Sister M. Antonia	13	73	1928
St. Mary's Academy	Pr	4	George J. Mathieus	9	150	1913
Texas Military Institute	Pr	4	W. W. Bondurant	12	84	1922
Westmoorland	P	4	E. R. Stanford	9	215	1915
San Benito						
San Marcos						
Baptist Academy	Pr	4	J. E. Franklin	11	122	1913
Seymour	P	4	J. F. Kemp	10	233	1927
Sherman	P	4	J. C. Pyle	35	862	1923
Sinton	P	4	F. H. Harrison	8	144	1928
Slaton	P	4	C. L. Sone	13	317	1927
Snyder	P	4	C. Wedgeworth	12	301	1927
Sonora	P	4	M. O. Britt	6	87	1926
Sour Lake	P	4	J. P. Buck	12	223	1923
Sudan	P	4	W. I. Wilkins	7	147	1928
Sweetwater	P	4	B. H. McLain	20	455	1928
Tahoka	P	4	M. L. H. Baze	8	175	1927
Taylor	P	4	R. H. Bristor	15	329	1918
Temple	P	4	L. C. Proctor	26	632	1913
Terrell	P	4	J. E. Langwith	14	327	1924
Texas City	P	4	H. W. Stilwell	28	611	1916
Thrift	P	4	Levi Fry	9	154	1927
Fairview School	P	4	Clarence R. Roberts	6	76	1926

TEXAS—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Timpson	P	4	J. J. Compton	8	151	1927
Tulia	P	4	W. H. Younger, Jr.	11	207	1926
Tyler	P	4	J. M. Hodges	29	881	1916
Uvalde	P	4	Guy D. Dean	11	226	1916
Vernon	P	4	W. T. Lofland	18	555	1927
Victoria	P	4	V. L. Griffin	15	290	1914
Waco	P	3	B. B. Cobb	63	1738	1913
Waxahatchie	P	4	G. B. Winn	22	505	1928
Weslaco	P	3	E. E. Channess	13	223	1925
West	P	4	W. E. Cantrell	6	106	1926
West Columbia	P	4	Asa W. Griggs	9	105	1928
Wharton	P	4	M. Blair Autry	10	158	1923
Whitesboro	P	4	A. E. Boyd	8	148	1928
Whitewright	P	4	F. W. Smith	8	186	1923
Wichita Falls	P	3	J. W. Cantwell	54	1281	1917
Wortham	P	4	C. V. Reed	8	104	1925
Yoakum	P	4	L. B. McGuffin	14	396	1924
TOTAL		191	Average per School	3395	76668	
				16	401	

VIRGINIA

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Alexandria						
Episcopal High School	Pr	6	A. R. Hoxton	15	214	1913
George Mason High School	P	6	W. H. Thomas	8	153	1923
High School	P	4	Henry T. Moncure	21	515	1915
Amherst	P	4	D. R. Hutchinson	6	152	1927
Appalachia	P	4	E. B. Broadwater	8	233	1928
Bedford						
High School	P	4	J. L. Borden	10	231	1922
Randolph-Macon Academy	Pr	4	Col. Wm. R. Phelps	10	152	1897
Big Stone Gap	P	4	Hugh L. Sulridge	8	168	1924
Blackstone						
High School	P	4	Walter H. Cheatham	9	195	1922
Bridgewater	P	4	Lina E. Sanger	8	170	1926
Bristol						
Sullins College High School	Pr	4	W. E. Martin	6	32	1926
Virginia High School	P	3	Mrs. Virginia Parrish	19	367	1914
Virginia Intermont College High School	Pr	4	H. G. Nofsinger	9	55	1924
Burkeville	P	4	A. R. Marshall	7	80	1927
Cape Charles	P	4	A. S. De Haven	7	89	1927
Charlottesville						
Lane High School	P	4	A. M. Jarman	24	540	1913
Chathan						
Hargrave Military Academy	Pr	4	A. H. Camden	10	145	1920
Pittsylvania High School	P	4	C. K. Holsinger	7	148	1926
Christchurch						
Christchurch School	Pr	6	Rev. William Page Dame	5	62	1926
Churchland	P	4	H. I. Willett	4	91	1927

VIRGINIA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Clintwood						
Dickenson Memorial High School	P	4	V. S. Wolfe	7	131	1923
Crewe	P	4	R. H. Owen	9	210	1925
Culpeper	P	4	R. R. Tolbert	8	180	1926
Danville						
Averett College High School	Pr	3	Nancy Ruth Reeves	7	31	1924
George Washington High School	P	6	J. D. Riddick	33	664	1918
Military Institute	Pr	4	Col. Wm. M. Kemper	6	110	1896
Randolph-Macon School for Girls	Pr	4	John C. Simpson	8	76	1898
Emporia						
Greensville County High School	P	4	H. L. Webb	8	214	1920
Farmville	P	4	A. G. Cummings	6	100	1924
Fentress, R. 3.						
Great Bridge High School	P	4	J. H. Kelly, Jr.	6	65	1925
Fork Union						
Military Academy	Pr	4	Col. N. J. Perkins	12	113	1925
Fort Defiance						
Augusta Military Academy	Pr	4	Col. T. J. Roller	16	254	1928
Franklin	P	4	B. T. Watkins	6	155	1927
Fredericksburg	P	4	M. B. Dickinson	11	228	1927
Galax	P	4	S. T. Godbey	5	110	1928
Hampton	P	4	H. Wilson Thorpe	20	518	1916
Harrisonburg	P	4	B. L. Stanley	12	278	1913
Hickory	P	4	Charles G. Bailey	5	81	1927
Holland	P	4	Hugh V. White	6	114	1926
Hopewell	P	4	J. E. Mallonee	16	371	1921
Lawrenceville	P	4	B. F. Walton	8	226	1927

VIRGINIA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enroll- ment	Date Accredited
Lexington	P	4	Harrington Waddell	7	156	1914
Lynchburg	P	3	H. A. C. Walker	32	762	1913
E. C. Glass High School	Pr	4	Rev. Oscar deWolf Randolph	10	106	1921
Virginia Episcopal School						
Manassas						
High School	P	4	Eugenia H. Osbourn	10	200	1914
The Swavelly School	Pr	4	Eli Swavelly	7	54	1926
Marion	P	4	W. Linden Allen	7	190	1920
Morrison	P	4	J. R. Mort	9	221	1924
Newport News	P	4	Fred M. Alexander	38	966	1918
Norfolk						
Kempsville (R. 2)	P	4	W. S. Newton	5	112	1927
Matthew Fontaine Maury High School	P	3	A. B. Bristow	84	1944	1897
Portlock (R. 3)	P	4	T. C. Anderson	6	113	1927
Norview	P	4	Harvey C. Barnes	5	90	1927
Oceana	P	4	Robert J. Johnson	6	151	1926
Petersburg	P	3	H. D. Wolf	30	604	1913
Portsmouth						
Craddock	P	4	G. M. Rains	5	107	1927
Deep Creek (R. 3)	P	4	Thos. P. Chapman, Jr.	6	108	1927
Woodrow Wilson	P	4	J. Leon Codd	39	1366	1913
Pulaski	P	4	Hensel Eckman	9	285	1926
Richmond						
Collegiate School for Girls	Pr	4	Miss Van Greenleaf	16	74	1922
John Marshall High School	P	4	James C. Harwood	116	3080	1913
St. Christopher's High School (R. 2)	Pr	4	Rev. C. G. Chamberlayne	13	110	1920
Varina Agricultural High School (R. 5)	P	4	George F. Baker	7	135	1927

VIRGINIA—(Continued)

Name of Town and School	Public or Private	Grades in High School	Officer in charge Principal or Superintendent	No. Teachers	Enrollment	Date Accredited
Roanoke						
Jefferson High School	P	3	William E. Parsons	52	1288	1915
Salem	P	4	A. M. Bruce	17	469	1927
Saltville	P	4	Chas. E. Anderson	8	221	1928
South Boston						
C. H. Friend High School	P	4	Roderic L. Lacy	10	156	1914
Staunton						
Military Academy	Pr	6	Major Roy W. Wonson	35	594	1916
Robert E. Lee High School	P	4	B. H. Payne	15	329	1913
Suffolk	P	3	Francis S. Chase	12	166	1923
Tazewell	P	4	E. W. Miller	8	173	1928
Troutville	P	4	Herman L. Horn	5	93	1928
Waynesboro						
Fishburne Military School	Pr	6	Col. H. H. Hudgins	9	167	1897
West Point	P	4	Katherine P. Howerton	5	121	1924
Whitnell						
Whitnell Farm-Life School	P	4	Mrs. F. C. Beverley	7	143	1926
Williamsburg	P	4	Rawls Byrd	7	140	1924
Winchester						
Handley High School	P	3	Garland R. Quarles	17	280	1916
Shenandoah Valley Academy	Pr	4	Col. B. M. Roszel	8	86	1913
Wise	P	4	C. J. Kyle	6	131	1928
Woodberry Forest						
Woodberry Forest School	Pr	4	J. Carter Walker	16	202	1910
				1130	23714	
				14	296	
				Average per School		
				80		

TABLE IV

Showing Facts Relative to Number and Size of Schools Accredited by the Commission on Secondary Schools

STATE	Number Schools	SIZE OF SCHOOL		NUMBER OF TEACHERS		ENROLLMENT	
		Smallest School	Largest School	Total Number	Average per School	Total Enrollment	Average per School
Alabama	66	40	2384	1026	16	23767	360
Florida	102	13	1634	1399	13	28045	275
Georgia	100	29	1082	1196	12	27817	278
Kentucky	109	34	1307	1244	12	24893	244
Louisiana	93	45	2413	1010	11	22574	243
Mississippi	55	49	933	599	10	11237	204
North Carolina	92	28	1830	1340	15	29534	321
South Carolina	57	28	1206	763	14	16599	291
Tennessee	81	17	1725	1107	14	24215	299
Texas	191	41	1984	3395	16	76668	401
Virginia	80	31	3080	1130	14	23714	296
Total	1026			14209	13	309063	292

A study of Table IV shows the following interesting comparison. The typical Southern Association secondary school employs 13 teachers and enrolls 292 pupils. Virginia has the largest school with an enrollment of 3080, and Florida has the smallest with an enrollment of 13; Texas shows the largest number of pupils per secondary school, 401, and Mississippi the smallest with 204. Texas also shows the largest average number of teachers per school, 16; Alabama also has an average of 16 teachers per school. North Carolina follows with an average of 15 per school, and Virginia, Tennessee, and South Carolina follow with an average of 14 per school; Mississippi is the smallest with an average of 10 per school.

TABLE V

Showing Number of Schools Enrolling 1000 or Under 100. Also the Largest and Smallest School in Each State.

STATE	Number of Schools	Number Enrolling		The Largest With Enrollment		The Smallest With Enrollment	
		Over 1000	Under 100				
Alabama	66	5	8	Phillips H. S.	2384	Rivers Academy	40
Florida	102	2	21	Miami H. S.	1634	Everglade H. S.	13
Georgia	100	2	11	Commercial H. S.	1082	Lucy Cobb	29
Kentucky	109	2	24	Louisville Girls' H. S.	1307	Margaret Hall	34
Louisiana	93	4	17	C. E. Byrd H. S.	2413	Harris H. S.	45
Mississippi	55	0	14	Jackson Central H. S.	933	Rolling Fork H. S.	49
North Carolina	92	5	15	Winston-Salem H. S.	1830	State School for Blind	28
South Carolina	57	2	5	Spartanburg H. S.	1206	Willington H. S.	28
Tennessee	81	4	15	Knoxville H. S.	1725	Centenary H. S.	17
Texas	191	19	17	Port Arthur H. S.	1984	El Paso School for Girls	41
Virginia	80	4	15	John Marshall H. S.	3080	Averett College Prep.	31
TOTAL	1026	49	162				
Percent of Total		4.7	15.8				

TABLE VI

Showing the Size of the Secondary Schools Accredited by the Commission on Secondary Schools

STATE	Number Schools	Under 100	100-199	200-499	500-999	1000-1999	Over-2000
Alabama	66	8	14	38	1	4	1
Florida	102	21	30	40	9	2	0
Georgia	100	11	40	37	10	2	0
Kentucky	109	24	40	39	4	2	0
Louisiana	93	17	44	23	5	3	1
Mississippi	55	14	24	16	1	0	0
North Carolina	92	15	29	36	7	5	0
South Carolina	57	5	17	29	4	2	0
Tennessee	81	15	26	29	7	4	0
Texas	191	17	61	68	26	19	0
Virginia	80	15	34	20	7	3	1
TOTAL	1026	162	359	375	81	46	3
Per Cent of Total		15.8	35.	36.5	7.9	4.5	.3

THE REPORT OF THE COMMITTEE ON COLLEGE FRESHMEN
GRADES

JOSEPH ROEMER

Secretary to the Commission on Secondary School, Professor of Secondary
Education and High School Visitor, University of Florida

GENERAL FEATURES OF THE REPORT

This is the tenth annual Report on College Freshmen Grades (formerly called Deans' Report), which has been compiled for the Association. The purpose of it is to test the efficiency of the secondary schools by the way their graduates succeed in their freshman year in college.

The present report carries data for the secondary school graduates of the spring of 1927. In the fall of 1927 when these spring graduates had gone away to college, the principals sent in a blank carrying their names, higher institutions attended, and addresses. These lists were compiled by states, by higher institutions, and by secondary schools, and sent to the registrars of the higher institutions for reports. The following blank is the one filled by the registrar. The following letter of explanation accompanies the blank to the registrar:

March 5, 1928.

Dear Registrar:

I am handing you herewith some blanks calling for data to be used in compiling the 10th annual report on "College Freshmen Grades" prepared each year by the Association of Colleges and Secondary Schools of the Southern States.

May I call your attention to the following:

1. The blank calls for grades at the end of the first quarter or semester of this scholastic year—1927-28.
2. Figures are used to designate the amount of credit given. The sample, "John Doe" is given to clarify this point.
3. We are trying to separate for purposes of study those students WHO ARE from those WHO ARE NOT recommended by their principal for college work. If they ARE recommended by their principal for college entrance, place a check mark in the second column as in the case of "John Doe."
4. Notice No. 9 at the foot of the blank—Key to college. Be sure to indicate opposite each name the college registered in.
5. Be sure to add names omitted.

May I ask you to let me have these blanks by April 15th; earlier if possible?

Thanking you for the same courteous assistance on these blanks you have given in the past, I am

Very truly yours,

JOS. ROEMER,

Secretary to the Commission on Secondary Schools.

REPORT OF STUDENTS FOR THE 1ST TERM, 1927-1928

Total enrollment of college (or university).

College located at _____ State.

[illegible]

1. Add names of students omitted above.
2. Strike out names of students who did not enroll.
3. Strike out names of students who withdrew in good standing before the end of the term.
4. Count students asked to withdraw on account of failure.
5. Count students who withdrew voluntarily if failing in one or more subjects at time of withdrawal.
6. Count all courses in (a) Physical Training, (b) Military Science where college credit is received.
7. "Credit Hour" means the number of times a course recites per week; two hours in laboratory counting as one recitation hour.
8. "Total enrollment of college" above means total enrollment of all colleges during current scholastic year. Do not count summer school, extension students, short courses, night school, etc.
- *9. Key to College—A, Liberal Arts; T, Teachers; E, Engineering; L, Law; B, Bus., Admin.; Ag., Agriculture; P, Pharmacy.
- †10. Check if recommended.

(Signed.....Registrar.)

The report has grown steadily from a very modest beginning in 1918. By degrees the colleges have come to know the details of the report so well and so heartily cooperate in the study that not a single institution of higher learning in the Association refused to cooperate in this report. It is truly a cooperative undertaking. The following table shows how the report has grown from year to year:

TABLE I

Showing How the Scope of this Report Has Gradually been Widened

Year	Number Students	Number Colleges	Number Secondary Schools
1918			
1919	1330		200
1920	2103	33	292
1921	2076	36	347
1922	5361	121	518
1923	8985	136	585
1924	12119	501	696
1925	13889	460	751
1926	14785	409	754
1927	16855	429	844
1928	17655	438	922

As Table I shows, the study this year includes reports on 17655 students. The reports were from 438 institutions of higher learning. By looking at Table XVI it is seen that business colleges, conservatories of music, schools for nursing, training schools for religious workers, and other similar types of institutions were eliminated in this report.

A study of Table IV shows that 20,470 students entered college and that only 17,655 are reported on. When these are properly interpreted they are not so bad. By adding all students reported in business colleges, schools for nursing, conservatories of music, etc.; also all students marked "not enrolled," "not here," "never entered," etc., we have a total of 1,493. This leaves 18,977 students who actually entered college, 17,655, or 93.3 per cent, of whom are included in this report. The inaccuracies of the principals' reports show that many of them do not keep very close tab on where their graduates attend college.

Acting under the instructions of the Commission on Secondary Schools, a report was sought for every student regardless of the type of institution he was attending. These reports were for the first semester of each student's freshman year. Perhaps a report for the entire year's work would be better, but experience has taught us that we cannot get the data if we wait until the end of the session when the colleges are closed and many of the registrars are away on vacation. For that reason, the quarter or semester basis is used.

It was felt advisable to classify higher institutions where students attended so as to study failures by types of higher institutions. In doing this six classes of institutions are employed. This classification was arrived at by following the authorized lists of institutions issued by the Association of Colleges and Secondary Schools of the Southern States, and by the United States Bureau of Education, Bulletin Number 41, 1927, entitled "Accredited Higher Institutions." As is seen at a glance at Table II, all institutions of higher learning are cut into two large subdivisions; namely, those in the Southern territory and those outside of the Southern territory. The following classification was used:

- A. All higher institutions that are members of the Southern Association.
- B. All institutions of higher learning in the Southern Association territory

that are not members of the Association, but whose graduates are accepted as teachers in the secondary schools accredited by the Southern Commission. These are listed as "Four year non-member colleges," on pages 58 and 59 of the 1927 Proceedings of the Association.

C. All other four year colleges, junior colleges, normal schools, in the Southern Association territory.

A', B', C'. All institutions of higher learning outside of Southern Association territory classified as A, B, and C colleges above.

As seen in Table II, this report gives the number of semester hours passed and failed by pupils of each secondary school in English, French, History, Latin, Mathematics, Science and Spanish. All other courses pursued by these Freshmen not included in these seven studies enumerated above, are put under the heading, "other subjects." The per cent of semester hours failed is not to be confused with the number of courses pursued failed, as used in earlier reports. One deals with the courses failed, and the other deals with the semester hours failed.

Table II, which carries detailed data for each school, is self-explanatory. For purposes of comparative study, this table shows whether schools are public or private, built on a seven or eight grade elementary school, in what studies failures occur, and what type of higher institution the students attend.

PART I

FAILURES IN SECONDARY SCHOOLS

The first part of this report deals with failures by secondary schools. Under each State is listed all the accredited secondary schools of the Association and a report for each secondary school of that State is given. It shows the number of semester hours passed and failed and the type of higher institution where the work was done. Only the per cent of total semester hours failed is given. It is a simple matter to reduce all the data to percentages if desired.

There are only 922 of the 930 schools included in this report. This is due, in large part, to the fact that old schools on the list were divided up into two or more schools and consequently reduced the total number. For example, Duval High School of Jacksonville is in this report for the scholastic year 1926-27. It was split up into three high schools which are included in the list of accredited schools for 1927-28.

Table II below is self explanatory. It gives detail data by States for each accredited secondary school of the Association. For comparative purposes this table shows whether schools are public or private, built on a seven or eight grade elementary school, total enrollment, number graduates, number entering college, and the number reported on. Table II follows:

TABLE II—Showing Percentages of Semester Hours Passed and Failed by Various High Schools of the Association

(156)

YEAR 1927-28 STATE	NAME OF SECONDARY SCHOOL	Grades in Elementary School	Total Enrollment	Number Enrolled College	Number Reported	Number Failed	Number Courses Passed	Semester Hours Passed in										Semester Hours Passed in Colleges			Semester Hours Failed in Colleges		
								Semester Hours Passed in										Semester Hours Passed in Colleges			Semester Hours Failed in Colleges		
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total	Per Cent Semester Hours Passed	In Southern Association Territory			Outside Southern Association Territory		
																		A	B	C	A'	B'	C'
8 P	Albany High School	232	49	18	17	4	4	61	15	15	3	33	22	6	113	274	2.9	127	43	104	4		4
8 P	Deatur High School	192	30	21	21	8	14	49	14	23	6	23	41	3	89	248	33	13.5	147	59	43	31	7
8 P	Dothan High School	226	57	26	26	11	21	61	15	25	2	45	67	9	133	357	62	14.8	155	42	180	33	8 21
8 P	Enley																						
8 P	Minor High School	222	48	8	8	4	6	27		25		10	14	9	36	121	15	11.0	54		67	11	4
8 P	Enterprise																						
8 P	Coffee County High School	352	37	20	20	12	25	50	10	25	36	3	12	123	264	81	23.5	70	57	137	26	40	16
8 P	Rafaela High School	113	24	16	16	5	10	44	12	21	15	39	35	15	60	244	35	12.6	193	19	33	35	
8 P	Fairfield High School	240	32	14	14	7	21	36	7	11	22	30			66	172	7	27.1	155		17	64	
8 P	Florala																						
8 P	Covington County H. S.	169	27	12	9	4	4	17	6	10	9	7	3	70	122	7	9.6	49	59	14	3	6	4
8 P	Florence																						
8 P	Coffee High School	366	52	31	31	7	7	116	16	36	9	58	46	6	200	487	4	19	3.7	136	20	316	15
8 P	Gadsden High School	610	90	30	27	8	15	86	21	39	8	40	54	12	127	397	3	48	11.0	126	23	228	47
8 P	Greenville																						
8 P	Butler County H. S.	240	26	11	11	6	11	33	9	20	14	7			58	141	3	33	18.9	116	25		27
8 P	Cartersville																						
8 P	Marshall County H. S.	184	13	5	5	0	0	14	6	9	8	7	5	25	74								
8 P	Hartselle																						
8 P	Morgan County H. S.	176	45	17	17	5	7	44	9	12	2	21	30		108	227	27	10.8	86	27	114	20	7
8 P	Rhineville High School	240	44	14	13	6	14	30	6	21	2	15	16	8	51	150	4	44	22.7	84	14	52	41
8 P	Jasper																						
8 P	Walker County H. S.	189	62	19	19	2	6	69	9	19	3	19	48	3	151	321	4	26	7.5	72	16	233	6
8 P	Lafayette High School	99	26	8	8	3	3	24	8	15	2	17	4	5	34	110	3	8	6.8	78	16	16	6
8 P	Marion Institute	47	25	21	14	12	24	21	15	14	26	49	6		22	152	27	90	35.6	156	28	9	64
8 P	Mobile																						
8 P	Girls Preparatory H. S.	88	12	9	9	0	0	29	15	21	9	13			30	133		75	32	26			
7 P	Mobile High School	1804	308	59	59	17	34	148	39	79	19	117	93	57	239	841	34	105	11.1	679	100	21	21
8 P	University Military H. S.	154	21	16	16	5	5	45	14	16	12	42	18	20	80	247	5	3	7.1	194		33	20
8 P	Montevallo High School	140	19	9	6	5	8	6		4	7	8			29	54	2	17	25.9	54			17
8 P	Montgomery																						

ALABAMA—(Continued)

YEAR	1927-28 STATE	ALABAMA (Continued) NAME OF SECONDARY SCHOOL	Grades to Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Reported	Number Failed	Semester Hours Passed in										Total Semester Hours Passed	Per Cent Semester Hours Passed			Semester Hours Passed in Colleges																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
									Semester Hours Passed in											Total Semester Hours Passed	In Southern Association Territory	Outside Association Territory	Semester Hours Passed in Colleges			Semester Hours Passed in Colleges																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French					History	Latin	Mathematics	Science	Spanish	Other Subjects	A	B	C	A	B	C	A	B	C																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
		Montgomery County H. S.	8 P	425	48	22	22	4	9	54	12	39	12	49	32	21	106	325	9	3					7	4	4	27	7.9	120	191	4	12	3	12																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													

45245

(159)

FLORIDA

YEAR		NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Enrolled College	Number Reported	Number Failed	Semester Hours Passed in							Semester Hours Failed in							Semester Hours Passed in Colleges							Semester Hours Failed in Colleges													
1927-28										Number Courses Passed							Other Subjects							Per Cent Semester Hours Passed							In Southern Association Territory							Outside Southern Association Territory						
STATE										English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	A	B	C	A	B	C	A	B	C	A	B	C					
FLORIDA																																												
		Arcadia																																										
		DeSoto County High School	P	175	36	10	7	3	9	14	6	9	6	9	45																													
		Auburndale High School	8 P	84	10	2	2	2	3	3					16																													
		Avon Park High School	9 P	115	15	9	6	2	2	12	6	8			14	24	3	40	107	3																								
		Bartow																																										
		Summerlin Institute	8 P	227	38	17	16	5	10	47	15	21	9	12	31	20	73	228	3																									
		Blountstown																																										
		Calhoun County High Sch.	8 P	96	17	2	2	1	1	5	3				2	5	8	24																										
		Bradenton																																										
		Manatee County High Sch.	8 P	233	74	32	31	10	22	92	21	29	11	42	72	40	125	432	15																									
		Brooksville																																										
		Hernando County High Sch.	8 P	150	25	9	8	4	8	18	6	10			12	11	13	41	111	9																								
		Bushnell High School	8 P	100	24	7	5	1	2	17	6	5			2	9	37	77																										
		Chipley																																										
		Washington County H. S.	8 P	138	13	4	4	1	3	13	9				9	5	9	15	60	3																								
		Clearwater Central H. S.	8 P	254	47	19	17	4	4	55	24	27	2	44	44	12	60	268																										
		Cocoa High School	8 P	238	16	4	3	0	0	9	3				8	8	20	48																										
		Coral Gables	8 P	35	7	7	6	0	0	18	3				16	20	12	22	91																									
		Military Academy	8 P	227	47	20	15	2	2	42	12	12			20	12	15	100	213																									
		Ponce de Leon H. S.	8 P	60	7	5	5	2	4	12	3	3	6	9	8	3	25	69	3																									
		Crescent City High School	8 P	190	23	6	4	0	0	14	6				9	14	12	16	70																									
		Dade High School	8 P	266	51	24	24	0	6	68	33	39	3	51	46	18	127	385	2																									
		Daytona Beach	8 P	126	22	9	6	0	0	20	6	6	5	17	8	3	42	107																										
		Daytona Beach H. S.	8 P	72	13	12	12	2	5	38	12	24	3	22	37	12	37	185																										
		Seabreeze High School	8 P	210	20	7	4	4	10	3	6				6	3	15	33	6																									
		DeFuntak Springs	8 P	190	45	25	25	9	14	72	3	10	8	75	8	221	397	10																										
		Palmer College Academy	8 P	101	10	2	2	1	5	3	3																																	
		Walton County H. S.	8 P	190	45	25	25	9	14	72	3	10	8	75	8	221	397	10																										
		DeLand High School	8 P	101	10	2	2	1	5	3	3																																	
		Delray High School	8 P	101	10	2	2	1	5	3	3																																	

FLORIDA—(Continued)

[illegible]

[illegible]

17219

[illegible]

FLORIDA—(Continued)

[illegible]

GEORGIA—(Continued)

[illegible]

GEORGIA—(Continued)

[illegible]

GEORGIA—(Continued)

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Enrolled	Number Reported	Number Passed	Number Courses Failed	Semester Hours Passed in										Semester Hours Failed in					Semester Hours Passed in Colleges						Semester Hours Failed in Colleges																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Per Cent Semester Hours Passed	In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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(169)

KENTUCKY—(Continued)

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Passed	Semester Hours Passed in							Semester Hours Failed in							Semester Hours Passed in College			Semester Hours Failed in College																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
									English	Math	Science	Social Studies	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Social Studies	Per Cent Semester Hours Passed	In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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KENTUCKY—(Continued)

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KENTUCKY—(Continued)

YEAR		NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Reported	Number Failed	Semester Hours Passed in										Total Semester Hours Passed	Semester Hours Failed in										Semester Hours Passed in Colleges						Semester Hours Failed in Colleges																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
1927-28	STATE								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total	Per Cent		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	A	B	C	A'	B'	C'	A	B	C	A'	B'	C'	A	B	C	A'	B'	C'																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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40245

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57219

(174)

LOUISIANA—(Continued)

[illegible]

LOUISIANA—(Continued)

[illegible]

LOUISIANA—(Continued)

[illegible]

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(178)

10. *Journal of the American Medical Association*, 1997; 278: 1033-1038.

[illegible]

NORTH CAROLINA

[illegible]

NORTH CAROLINA—(Continued)

YEAR	NAME OF SECONDARY SCHOOL	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in Colleges				Semester Hours Failed in Colleges					
		Semester Hours Passed in										Semester Hours Failed in										In Southern Association Territory		Outside Southern Association Territory		In Southern Association Territory		Outside Southern Association Territory			
		English	French	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Per Cent Semester Hours Passed	A	B	C	A	B	C	A	B	C	A	B	C	
1927-28	NORTH CAROLINA																														
7 P	285	26	16	15	7	12	44	16	5	25	38	6	87	221	9	6	3	5	10	24	13.3	173	48	34							
7 P	667	77	47	47	15	29	119	64	77	27	58	86	41	165	67	20	14	20	3	12	99	13.4	471	32	118	16	99				
7 P	106	11	8	6	6	6	21	9	10	3	12	29	84	5	5	3	5	3	5	18	19.6	62	22	15						3	
7 P	384	42	16	16	9	16	44	28	26	32	24	9	68	231	7	13	12	4	14	55	19.2	206	10	15						6	
8 P	989	104	71	67	21	40	196	90	79	21	131	71	312	916	20	36	17	36	16	18	151	14.1	868	21	27					6	
7 P	150	24	15	12	6	6	32	3		13	11	14	92	166	6	14	4		3	27	14.0	138	12	16							
7 P	433	62	45	35	11	14	68	42	56	35	71	150	423	6	20	5	7		7	45	9.6	420	3							1	
7 P	232	31	5	2	3	17	5	13	5	3	26	67	3	26	67	3			4	7	9.5	33	34	6							
7 P	228	25	16	16	6	10	38	35	24	26	27	54	204	6	3	8	9		13	38	16.0	185	44	5						3	
8 P	50	10	10	8	14	21	10	16		16	3	15	7	88	3	8	15	18	15	7	66	42.9	88								66
7 P	76	12	8	6	5	10	19	19	6	11	6	4	30	95	2	3	4	12		7	23	22.7	63	17	15						28
7 P	556	55	18	15	7	14	31	12	9	6	30	20	82	194	3	11	3		5	16	20.7	129	70							42	
7 P	424	62	37	37	6	14	107	48	78	11	76	104	23	106	553	9	9	6	3	7	42	72.1	168	16360	20	19				24	
7 P	932	114	52	47	26	44	153	36	91	11	66	78	30	147	603	15	12	21	3	39	21	23	33	167	21.6	361	230	17	139	28	
7 P	406	36	29	29	6	12	85	47	41	14	43	66	3	80	379	2	3	9	3	12	6	32	8.4	379	35						35
7 P	186	20	20	17	6	13	41	32	25	9	24	27	9	53	270	9	3	3		3	13.2	135	33	12						35	
7 P	310	26	23	20	7	10	41	21	25	21	36	125	279	15			3	4	10	33	10.3	202	14	62						32	
7 P	263	54	43	33	22	32	89	69	49	18	49	58	6	81	409	27	22	14	13	47	24	20	17	184	31.0	322	87				161
7 P	158	24	26	25	11	13	69	17	46	12	26	45	12	75	302	6	6	11	5	6	18	52	14.7	138	15149	35					35
7 P	115	16	10	10	2	4	24	12	6	9	18	7	70	145	3	3		3	3	12	7.6	52	38	59						9	
7 P	270	46	26	37	24	45	84	47	55	9	43	37	3	141	419	16	22	15	67	29	15	154	26.9	532	8	119					132
7 P	186	27	10	7	3	3	21	3		3	18	10	3	18	81				18		21	20.6	81								21
7 P	323	50	16	16	8	20	40	28	23	11	34	6	45	187	12	5	9	3	11	10	6	12	62	26.7	170	17					42
7 P	320	27	12	11	6	11	28	19	23	6	22	18	3	24	143	11	5	3	6	3	36	20.1	142								36
7 P	318	52	22	19	6	8	72	23	23	19	24	23	6	87	287	3	3	3	13	5	1	28	8.9	256	15	17					28
7 P	150	19	10	9	5	12	17	3	14	11	16	19	11	90	8	12	3	5		6	37	25.1	77	13						19	
7 P	214	24	21	24	16	23	47	8	41	4	22	24	19	115	290	15	6	2	16	29	3	18	89	22.5	232	30	28				89
7 P	235	29	21	21	9	16	58	27	46	3	14	32	4	66	250	11	9	3	7	11	12	62	17.6	236	14						49
7 P	82	10	7	7	1		7	3	3	3		3	10	29				3		3	9.3	29									3
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(182)

Wilmington

NORTH CAROLINA—(Continued)

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STERNWOOD

SOUTH CAROLINA—(Continued)

[illegible]

SOUTH CAROLINA—(Continued)

YEAR 1927-28 STATE SOUTH CAROLINA NAME OF SECONDARY SCHOOL	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in Colleges										Semester Hours Failed in Colleges																		
	Public or Private	Total Enrollment	Number Graduated	Number Retained College	Number Reported	Number Failed	Number (Courses Failed)	English	French	History	Latin	Mathematics	Science	Domestic	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Domestic	Other Subjects	Total Semester Hours Failed	Per Cent Semester Hours Failed	In Southern Association Territory					Outside Southern Association Territory																	
																											A	B	C	A	B	C	A	B	C	A	B	C											
York High School	7	242	1875	27	1023	448	921	10	31	5	26	0	21	44	205	3516	14490	806	304	288	71	13	688	723	60	286	33	14.2	185	2008	4.4	763	107	0.6	14	0.07	25	16.8	2589	314	1.8	79	0.4	3	0.02	2	0.01	24	0.1
TOTAL		15917	2114	1275	1023	448	921																																										
PEN CENT OF TOTAL																																																	

TENNESSEE

YEAR	GRADE IN ELEMENTARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in							Semester Hours Passed in							Semester Hours Passed in College			Semester Hours Passed in College																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	Pay Cost Semester Hours Passed	In Southern Association Territory	Outside Southern Association Territory	In Southern Association Territory	Outside Southern Association Territory	A	B	C	A	B	C	A	B	C																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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TENNESSEE—(Continued)

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YEAR

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TEXAS

YEAR	NAME OF SECONDARY SCHOOL	GRADE IN ELEMENTARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Enrolled	Number Reported	Number Failed	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in Colleges										Semester Hours Failed in Colleges																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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TEXAS—(Continued)

YEAR	STATE	NAME OF SECONDARY SCHOOL	Grades in Elementary School	Total Enrollment	Number Enrolled College	Number Reported	Number Failed	Semester Hours Passed in							Semester Hours Failed in							Per Cent Semester Hours Passed	Semester Hours Passed in College							Semester Hours Passed in Outlying Territory																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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YEAR	Grades in Elementary School	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in Colleges						Semester Hours Failed in Colleges																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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VIRGINIA

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VIRGINIA—(Continued)

YEAR	STATE	NAME OF SECONDARY SCHOOL	Summer Hours Passed in										Summer Hours Failed in					Summer Hours Failed in Charges					Summer Hours Failed on Charges									
			Grades in Elementary School	Enrollment	Number Graduated	Number Reported	Number Failed	English	French	Latin	Mathematics	Science	Other Subjects	Total Summer Hours Passed	English	French	Latin	Mathematics	Science	Other Subjects	Total Summer Hours Failed	Per Cent Summer Hours Passed	In Southern Association Territory	Outside Southern Association Territory	In Southern Association Territory	Outside Southern Association Territory						
1927-28	VIRGINIA (Continued)	Matthew F. Maury H. S.	7	1331	304180	133	23	47	36122	177	40	157	37	42	122	37	52	6	20	173	81.0	1338	34	63	37	159	4					
		Portlock High School	7	89	10	5	4	3	9	3	3	4	23	36	6	12	3	6	23	27.1	16	20			23	6						
		Norview High School	7	67	7	3	3	2	5	2		9	7	15	34	6	3		15	30.6	21				0							
		Oceanic High School	7	130	12	9	7	4	8	19	12	25	10	59	132	3	8		24	25	20.9	111	21		15	20						
		Petersburg High School	7	556	81	42	36	12	17	102	19	50	21	83	65	9	17	14	10	53	9.1	499	32		53							
		Portsmouth																														
		Craddock High School	7	95	10	3	3	0	0	9	3	3	2	27	47							21	16									
		Deep Creek High School	7	87	12	1	0																									
		Woodrow Wilson H. S.	7	1446	191	73	60	23	32	132	29	61	21	109	94	18	257	801	2	43	12.7	752	16	11	8	14	3					
		Pulaski High School	7	234	40	14	12	4	9	29	12	10	5	17	24	50	146	3	9	27	15.6	120	16		27	2						
		Richmond																														
		Collegiate Sch. for Girls	8	121	29	30	20	10	15	20	17	20	17	20	20	43	43	2	3	43	9.5	182	176	37	6	19	18					
		John Marshall High Sch.	7	8249	446215	213	77	122	61789	21455	4440	575	104	688	3053	25	84	21	55	40	11.7	2153	53	62	126	133						
		St. Christopher's H. S.	7	100	24	16	16	9	24	29	6	2	11	28	58	8	10	154	12	94	37.9	154	20		94							
		Varina Agricultural H. S.	7	147	7	4	4	2	5	6	12	15	6	39	6			12	18	31.6	29			18								
		Rossmore																														
		Jefferson Senior H. S.	7	1319	239	159	155	85	113	366	111	145	43	361	977	63	115	2009	79	38	15.9	1645	177	194	35	42	342	13	32	7		
		Salem High School	7	476	37	23	23	9	11	55	15	35	12	40	61	12	87	317	13	23	9.5	210	7		20	3						
		South Boston																														
		C. W. Friend H. S.	7	185	32	19	17	8	13	45	16	17	6	32	53	9	51	229	2	6	44	16.1	163	14	23	19	41	2				
		Staunton																														
		Robert E. Lee H. S.	7	275	45	23	22	5	6	69	22	23	21	65	49	3	90	343	6	23	6.3	239	104		20	3						
		Military Academy	8	625	101	75	64	22	39	172	48	35	170	83	47	202	958	17	14	6	8	20	23	3	38	139	12.7	523	48	14	342	
		Suffolk High School	8	150	32	1	17	8	16	22	10	28	12	20	12	20	210	2	27	3	6	16		16		60						
		Waynesboro																														
		Fiaburne Military Sch.	7	156	44	28	23	23	45	72	18	30	51	00	27	78	356	26	13	18	5	27	65	19	11	184	34.1	288		148	53	
		Westhampton																														
		St. Catherine's School	9	272	15	6	6	2	3	1	11	13	6	1	12	3	9	81	2						4	11	11.9	29		21	11	9
		West Point High School	7	121	16	10	10	4	9	27	9	2	27	30	43	138	3	3	2	9	32	18.8	57	66	15	21				21	1	
		Whitwell																														
		Whitwell Farm-Life Sch	7	142	16	10	7	2	2	20	5	9	10	51	51	59															6	

VIRGINIA—(Continued)

YEAR	STATE	NAME OF SECONDARY SCHOOL	Grades in Elementary School	Total Enrollment	Number Graduated	Number Rejected	Number Failed	Number Courses Passed	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in College			Semester Hours Failed in College																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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1927-28	VIRGINIA	WILLIAMSBURG HIGH SCHOOL	7 P	107	12	13	8	1	35	9	12	12	35	3	46	160	6	6	3	21	20	2	29	23.2	150	59																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							</

In order to give the reader some idea of the size of the secondary schools included in this Report, Table III is presented below:

TABLE III

Showing the Size of the Secondary Schools Included in this Report

STATE	Number Schools	Under 100	100-199	200-499	500-999	1,000-1,999	2,000 and Over
Alabama	65	8	22	28	2	4	1
Florida	94	22	30	31	6	5	
Georgia	95	14	38	29	14		
Kentucky	102	25	37	31	5	4	
Louisiana	92	25	35	22	5	4	1
Mississippi	48	16	13	17	2		
North Carolina.....	83	13	25	32	11	2	
South Carolina.....	53	2	19	27	3	2	
Tennessee	66	11	30	17	4	4	
Texas	149	15	41	53	21	17	2
Virginia	75	15	33	16	6	4	1
Total	922	166	323	303	79	46	5
Per Cent of Total...		18.	36.	32.	8.5	5.	.5

It is evident the secondary schools of the Association are not large. Of 922 schools, 166, or 18 per cent, of them enroll under 100 pupils; 323 schools, or 36 per cent of them, enroll between 100 and 199 pupils; 303 schools, or 32 per cent of them, enroll between 200 and 499 pupils, 79 schools or 8.5 per cent of them, enroll between 500 and 999 pupils; and only 51 schools, or 5.5 per cent of them, enroll over 1000 pupils. In fact, only five schools of the entire Association enroll over 2000 pupils.

This report for last year showed there were 3 schools with over 2000 enrollment. The tendency seems distinctly away from the big high school. When the enrollment goes beyond twelve or fifteen hundred, the tendency seems to be to divide the school. Dallas, Texas, is a good illustration of the tendency among the four year high schools. Instead of having one huge plant for several thousand pupils, it has five schools placed strategically over the city with enrollments running from 1101 in the smallest to 1715 in the largest. Miami, Florida, is a good illustration of the tendency among southern cities where the Junior High School is found. In this city one large high school of a few years ago has given way to nine junior high schools of grades 7-8-9, and four senior high schools of grades 10-11-12. One of these two principles of development is found in practically every southern city. It is evident that the South does not believe there is any special virtue in the large high school.

In order to give the reader a still better general understanding of the report, the three following tables are presented. Table IV shows the total enrollment of all the schools; number graduated, number entered college, number reported on, etc. Table V shows the number of secondary schools built on a seven or an eight grade elementary school; number of public and private schools; and the types of higher institutions where students attend, both inside and out of the Southern Association territory. Table VI shows the percentage of work passed and failed in each type of higher institution. Tables IV, V, and VI follow:

TABLE IV

Showing Some of the General Features of the Report

States	Number of Schools	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	% Semester Hours Failed
Ala.	65	22371	3330	1464	1420	593	1144	15.4
Fla.	94	25157	3701	1520	1340	402	724	11.0
Ga.	95	24623	3486	1663	1456	502	869	13.0
Ky.	102	24873	3633	1623	1120	353	561	11.4
La.	92	23004	3248	1482	1338	519	967	14.9
Miss.	48	9045	1652	1023	908	316	552	11.7
N. C.	83	26514	3385	1956	1807	730	1269	15.8
S. C.	53	15917	2114	1375	1021	448	931	17.2
Tenn.	66	17857	2954	1352	1154	442	763	12.9
Tex.	149	67963	10601	5187	4441	1754	3121	16.2
Va.	75	23162	3526	1825	1650	623	1142	15.0
Total ...	922	280486	41630	20470	17655	6682	12043	14.5

TABLE V

Showing the Percentage of Graduates Going to College and the Percentage of Semester Hours Failed by States

State	% of Graduates Going to College	State Rank	% of Semester Hours Failed	State Rank
Alabama	44.	2	15.4	8
Florida	41.1	1	11.	1
Georgia	47.7	6	13.	5
Kentucky	44.7	3	11.4	2
Louisiana	45.6	4	14.9	6
Mississippi	61.8	10	11.7	3
North Carolina.....	57.8	9	15.8	9
South Carolina.....	65.	11	17.2	11
Tennessee	45.7	5	12.9	4
Texas	48.9	7	16.2	10
Virginia	51.7	8	15.	7
Total	49.2		14.5	

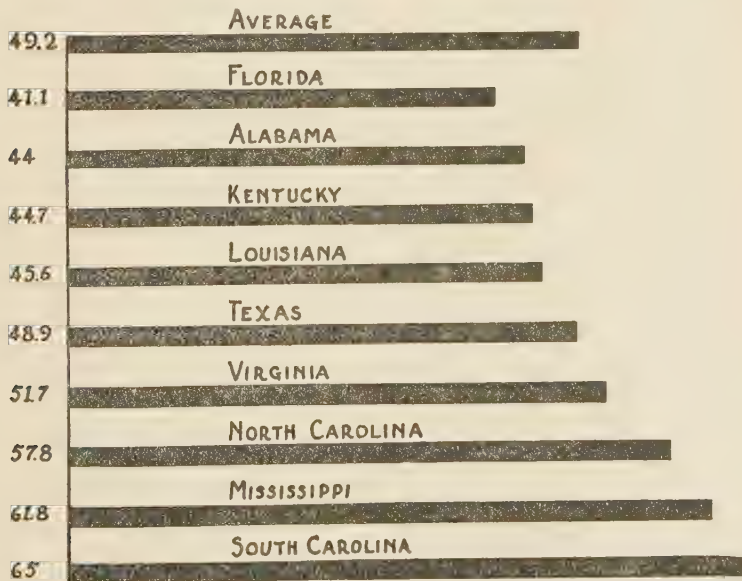


FIG. 1—GRAPHIC REPRESENTATION OF THE PERCENTAGES OF HIGH SCHOOL GRADUATES THAT GO TO COLLEGE

TABLE VI

Showing Grades in Elementary School; Classification of Institutions of Higher Learning Where Graduates of Secondary Schools Attend; Percentages of Failure by Classes of Higher Institutions; etc.

STATES	Number of Schools	Grades in Elementary School		Type of School		Number Students Reported	Colleges Where Students Attend			
		7	8	Pub.	Pri		A	B	C	Outside Southern Association Territory
Alabama	65	6	59	53	12	1420	1026	114	241	A' 30
Florida	94		94	86	8	1340	964	101	194	B' 2
Georgia	95	85	10	80	15	1456	1046	172	215	16
Kentucky	102		102	76	26	1120	698	153	115	134
Louisiana	92	80	12	83	9	1338	1099	61	137	26
Mississippi	48	2	46	43	5	908	679	42	165	17
North Carolina	83	75	8	68	15	1807	1330	105	332	33
South Carolina	53	52	1	48	5	1021	799	160	49	7
Tennessee	66	2	64	38	28	1154	842	71	155	3
Texas	149	146	3	139	10	4441	2978	239	1058	68
Virginia	75	62	13	55	20	1650	1218	104	182	15
Total	922	510	412	769	153	17655	12679	1322	2843	A' 658
% of Total Enrollment in Each Type of School		61.1	38.9	92.6	7.4		71.8	7.5	16.1	B' 13
% of Semester Hours Failed in Type of Higher Institu- tions		15.5	13.	14.2	16.9		15.8	8.7	11.3	C' 140
% of Each Type of School Represented		55.3	44.7	82.3	17.7					

Showing Percentages of Semester Hours Passed and Failed in Higher Institutions Both In and Outside of the Southern Association

STATES	Semester Hours Passed in Colleges						Semester Hours Failed in Colleges					
	In Southern Association Territory			Outside Southern Association Territory			In Southern Association Territory			Outside Southern Association Territory		
	A	B	C	A'	B'	C'	A	B	C	A'	B'	C'
Alabama	59.9	6.2	16.5	1.4		.5	12.9	0.8	1.5	.2		.01
Florida	66.7	6.8	10.5	4.4	.08	.5	8.2	0.5	1.7	.5	.02	.01
Georgia	63.2	10.9	11.8	.9		.3	10.1	1.	1.7	.02		
Kentucky	55.5	11.9	9.3	10.		1.8	7.4	1.	0.7	2.		.2
Louisiana	70.1	4.5	8.5	1.		.9	13.5	.2	.8	.3		.2
Mississippi	65.1	4.3	16.8	1.6		0.5	10.3	0.2	0.7	0.5		
North Carolina	61.9	5.1	15.1	1.6	.05	0.5	13.1	0.6	1.8	0.2	.01	
South Carolina	66.2	11.5	4.4	0.6	.07	0.1	14.8	1.8	0.4	0.02	0.01	0.1
Tennessee	63.8	5.3	12.3	4.5	0.2	1.	11.	0.2	0.8	0.7		0.2
Texas	55.1	5.3	20.7	2.1	0.1	0.5	11.8	0.4	3.4	0.5	0.02	.06
Virginia	62.7	7.4	9.8	4.9	0.05	0.03	11.9	0.9	1.3	1.	0.01	0.01
Total	61.5	6.8	13.7	2.9	.05	.7	11.6	.7	1.4	.5	.007	.06

Table V shows that the State that has the smallest percentage of graduates going to college, Florida, is the State that has the smallest percentage of semester hours failed. Conversely, the State that has the greatest percentage of graduates going to college, South Carolina, is likewise the State with the greatest percentage of failures. This same ratio is noticeable in some of the other States. The coefficient of correlation for all the States is .54.

This situation leads one to wonder if the large percentage of failures is due to the fact that great numbers of high school graduates go on to college and consequently the "weeding out process of the unfit" is very heavy, since little selection is practiced among the high school graduates before going to college.

Again the question naturally arises, why do 65 per cent of the high school graduates of South Carolina go to college, and only 41.1 per cent from the Florida high schools go? Of course, numerous answers could be proposed. The writer would like to suggest one, namely, that the relatively large number of higher institutions in South Carolina in proportion to the population is, perhaps, the chief reason. South Carolina with a population of approximately 1,000,000 white people has 11 institutions of higher learning that are members of the Southern Association, 6 more that are on the "Four-year Non-Member List," and 3 more that have no rating of any kind; while Florida, with approximately 1,000,000 white people also, has only 3 higher institutions that are members of the Southern Association, only 2 more that are on the "Four year Non-member List," and only 4 more that have no rating of any kind. Stated another way it means that South Carolina has approximately 20 higher institutions of learning of one kind or another serving her population of approximately a million white people; while Florida has only 9 serving the same population. Numerous surveys and studies have shown that the clientele of any institution of higher learning is largely local and, consequently, the more institutions you place in a State the more people are placed close to some college.

Again the question might be raised as to the relation between the size of high school and the percentage of its graduates going to college. Table VIII presents facts on this point: It follows:

TABLE VIII.

Showing Percentage of High School Graduates Entering College from Various Size High Schools

Enrollment	Number Graduates	Number Entered College	Per Cent Entered College
Under 100	2071	1121	51.6
100-199	7542	3881	51.5
200-499	13179	6549	49.7
500-999	7394	3663	49.5
Over 1000	11444	5226	45.9
Total	41630	20470	49.2

A glance at Table VIII shows that the percentage of graduates going to college does not vary according to the size of the school except in the case of the schools enrolling over 1000 pupils. Here the percentage is strikingly lower than for all groups enrolling under 1000 pupils.

Table VI shows that only 4.6 per cent of all the high school graduates went to college outside of the Southern Association territory; and that 71.8 per cent of them are attending higher institutions that are members of the Southern Association.

It shows also that 55.3 per cent of the secondary schools accredited by the Association are built on a 7-grade elementary school and enroll 61.1 per cent of all the pupils. Again it shows that 17.7 per cent of all the secondary schools accredited by the Association are private, and enroll 7.4 per cent of all the pupils. In the last place the attention of the reader is called to the fact that the percentage of failures in higher institutions that are members of the Association is much greater than in other institutions.

Table IX below shows a still further summary of the report. It gives data on public and private secondary schools; secondary schools built on a 7 and 8 grade elementary school; failures by size of secondary schools; etc. Table IX follows:

TABLE IX
Showing a Summary of the Study

	Number Schools	Total Enrollment	Number Graduates	Number Entering College	Number Reported	Number Failed	Number Courses Failed	% Semester Hours Failed
Grand Total	922	280468	41630	20740	17655	6682	12043	14.5
I. Type Secondary School								
(a) Public	769	260656	37937	18059	15603	5823	10447	14.2
(b) Private	153	19830	3693	2411	2052	859	1596	16.9
II. Grades in Ele. School								
(a) Seven	510	171410	24936	12551	10975	4324	7799	15.5
(b) Eight	412	109076	16694	7919	6680	2358	4244	13.
III. Schools Classified as to Enrollment								
(a) Under 100	166	11934	2071	1121	910	342	604	12.6
(b) 100 to 199	323	46357	7542	3881	3241	1305	2431	15.6
(c) 200 to 499	303	90241	13179	6549	5696	2143	3896	14.6
(d) 500 to 1000	79	54205	7394	3663	3140	1160	1953	13.5
(e) Over 1000	51	77749	11444	5256	4668	1732	3159	14.3
IV. Schools Classified in Other Groups								
(a) Small Schools								
Under 200	489	58291	9613	5002	4151	1647	3035	14.3
(b) Medium Sized H. S.								
200 to 499	303	90241	13179	6549	5696	2143	3896	14.6
(c) Large High Schools								
Over 500	130	131954	18838	8919	7908	2892	5112	14.

In order to make the study as helpful as possible, the three comparisons made in the last six reports are continued this year. They are as follows:

1. How do graduates of private secondary schools succeed in college as compared with graduates of public secondary schools?

2. How do graduates of secondary schools built on a seven grade elementary school succeed in college as compared with graduates of secondary schools built on an eight grade elementary school?

3. Does the size of the secondary school from which the pupil graduates bear any relation to his success in his freshman year in college?

To answer the first two of the queries, Table X has been prepared. It follows:

TABLE X

Showing a Comparison of the Percentages of Courses Failed in High Schools Built on a 7 and 8-Grade Elementary School; Also Between Public and Private Secondary Schools

YEARS	Grades in Elementary School		Type in Secondary School	
	7-Grade	8-Grade	Public	Private
1921-1922.....	12.8	12.2	11.9	17.
1922-1923.....	12.5	9.8	10.9	15.5
1923-1924.....	13.2	11.4	12.2	15.4
1924-1925.....	14.3	13.5	13.7	15.9
1925-1926.....	12.9	14.5	13.2	15.4
1926-1927.....	14.8	12.5	14.1	19.5
1927-1928.....	15.5	13.0	14.2	16.9
Arithmetic Average....	13.7	12.4	12.9	16.5

Although there is some fluctuation from year to year, the general ratio of failures between public and private schools remains nearly constant. It is approximately the ratio of 12 to 16 over a period of seven years in favor of the public schools.

The percentages of failures are approximately the same for seven and eight grade elementary schools. The advantage over a seven year period is slightly in favor of the eight grade school but the difference is too small to be of importance.

The rise of the Junior High School is going to influence the grade arrangement in the near future. In the states with the 8-4 plan of organization the junior high school will produce the 6-3-3 school, while the results will vary in the 7-4 plans of organization.

For example, in Alabama, which is largely a 7-4 State, the tendency seems to be to insert another grade in the junior high school level and thus have the 6-3-3 plan. In Houston, Texas, another 7-4 organization, the junior high school is resulting in a 5-3-3 organization. It is the hope of the writer that soon the effect of the Junior High School organization can be studied in this report.

To answer the third of these queries raised above, namely, does the size of the secondary school from which the pupil graduates bear any relation to his success in his freshman year in college. Table XI has been prepared. The question is often asked, what is the most efficient size of high school? Many educators feel that the small high school with opportunity for personal touch is best, while others feel that the large cosmopolitan high school stands first. It is the purpose of Table XI below to see objectively which is best, if judged by the way the graduates succeed in college. Table XI follows:

TABLE XI.

Showing Percentages of Failures According to Various Sized High Schools

	1921	1922	1923	1924	1925	1926	1927	Arith- metical
	1922	1923	1924	1925	1926	1927	1928	Average
Below 100	12.	11.5	12.	15.9	15.1	14.4	12.6	13.4
100 to 199.....	13.3	14.1	13.2	14.8	13.	16.2	15.6	14.3
200 to 499	11.	10.5	12.8	15.1	14.7	14.9	14.6	13.4
500 to 999	13.	12.3	11.2	12.9	12.8	13.5	13.5	12.7
Over 1000	14.	10.6	12.7	12.5	12.5	14.5	14.3	13.
I. Small H. S.								
Under 200	13.1	12.6	12.9	15.	13.4	15.7	15.3	14.
II. Medium H. S.								
200 to 499.....	11.	10.5	12.8	15.1	14.7	15.3	14.6	13.4
III. Large H. S.								
500 and Over.....	13.6	14.4	12.1	12.7	12.6	14.1	14.	13.4

A study of Table XI shows that for 1927-1928 the fewest failures occur in the smallest high schools. A comparison of failures by size of high schools over a seven year period shows there is very little difference among them. For instance, the high schools enrolling over 1,000 failed 1.7 per cent this year more than the high schools enrolling under 100 pupils. But when we strike an average for the seven years there is only the slightest difference in favor of the large high school. Again on a seven year comparison the percentages of failure for high schools enrolling over 500 pupils are the same as those enrolling between 200 and 499. Both of these groups have only .6 per cent less failures than the high schools enrolling under 100 pupils. This advantage is too slight to be noticeable. These deductions are not in harmony with the views of many educators who feel sure of the superior value of the large high school.

Table XII below gives the failures for certain subjects by States. It also gives totals showing the whole amount of failures by subjects for the whole Association.

Table XIII gives the failures over a period of seven years and the rank of each State each year. Tables XII and XIII follow:

TABLE XII.

Showing Percentages of Semester Hours of Freshman Failures in Certain Subjects Classified by States. Fall 1927-28

	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Percent Semester Hours Failed	Rank
Alabama	14.2	21.5	11.0	23.0	24.6	17.4	26.0	8.9	15.4	8
Florida	11.0	15.7	11.9	9.5	15.0	13.2	19.6	5.8	11.0	1
Georgia	10.6	10.6	14.6	11.0	23.1	18.0	19.2	6.4	13.0	5
Kentucky	10.9	11.0	8.6	7.4	15.5	11.8	16.2	8.8	11.4	2
Louisiana	15.2	14.8	14.1	8.1	23.5	18.9	16.9	7.1	14.9	6
Mississippi	9.4	11.9	13.2	8.2	18.7	13.9	13.3	7.5	11.7	3
North Carolina ..	12.4	16.9	15.2	13.8	25.0	21.6	27.7	8.5	15.8	9
South Carolina ..	17.0	15.8	18.3	11.2	20.3	24.5	24.0	9.8	17.2	11
Tennessee	10.9	12.1	10.7	10.7	23.1	15.9	17.9	7.6	12.9	4
Texas	14.2	17.8	14.2	7.5	25.3	21.4	15.7	10.8	16.2	10
Virginia	13.8	14.9	14.9	16.6	18.7	19.9	21.0	8.9	15.0	7
Per cent of Total	13.2	15.2	13.6	12.	22.5	18.7	18.8	8.6	14.5	

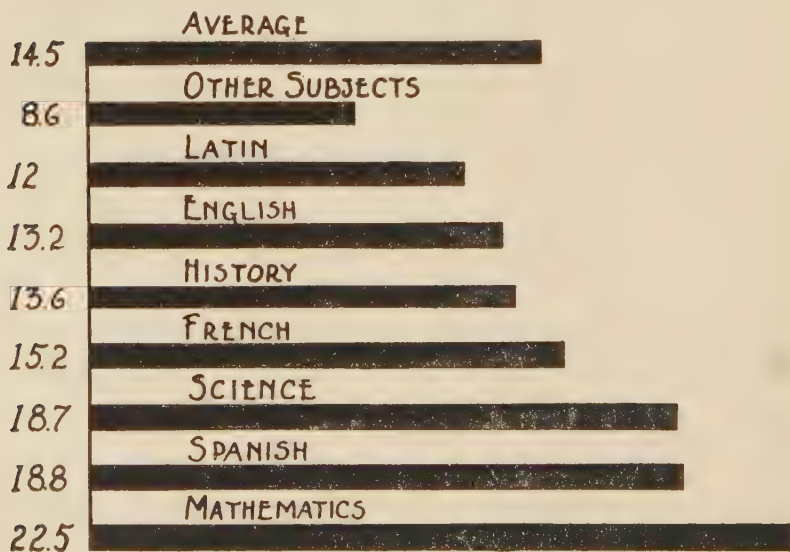


FIG. 2—SHOWING GRAPHICALLY FAILURES IN CERTAIN SUBJECTS

TABLE XIII.

Showing Comparative Rank of Each State Over a Seven-Year Period of Failures.

State	Failed Courses 1921-22	State Rank	Failed Courses 1922-23	State Rank	Failed Courses 1923-24	State Rank	Failed Courses 1924-25	State Rank	Failed Courses 1925-26	State Rank	Failed Courses 1926-27	State Rank	Failed Courses 1927-28	State Rank	% Courses Failed Average 7—Years	State Rank
Alabama	15.1	10	11.1	7	12.2	3	11.2	2	11.8	2	14.8	5	15.4	8	13.9	6
Florida	9.1	2	7.7	1	10.3	4	14.8	11	13.9	6	13.	2	11.	1	11.4	2
Georgia	13.1	6	15.9	11	13.8	11	14.5	8	15.6	10	13.3	3	13.	5	14.2	8
Kentucky	11.8	3	**	...	9.3	2	10.7	1	9.9	1	13.6	4	11.4	2	11.1	1
Louisiana	17.	11	10.8	5	13.3	10	12.7	3	15.3	8	16.4	11	14.9	6	12.2	3
Mississippi	18.8	12	15.9	12	15.2	13	13.5	5	13.8	5	11.9	1	11.7	3	14.4	9
North Carolina	14.1	8	14.3	9	12.2	6	14.6	9	17.4	11	15.4	8	15.8	9	14.8	11
South Carolina	11.9	4	15.8	10	12.5	7	14.1	7	14.6	7	16.1	10	17.2	11	14.6	10
Tennessee	7.4	1	13.7	8	12.1	5	13.9	6	12.9	3	14.9	6	12.9	4	12.5	4
Texas	13.1	7	10.2	4	12.8	8	14.7	10	13.4	4	15.5	9	16.2	10	13.7	5
Virginia	12.2	5	11.	6	14.4	12	14.9	12	15.4	9	15.	7	15.	7	14.	7
Total	12.6	...	11.4	...	12.6	—	13.8	...	14.	...	14.7	...	14.5	...	13.6	...

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Table XII shows failures are about the same for all the subjects except mathematics, Spanish and science. In these the failures are from fifty to one hundred per cent higher than in other subjects. Failures in mathematics are the highest with 22.5 per cent.

For several years Mississippi ranked lowest; but measured on a seven-year average it has ninth place. Last year it had first place and this year it has third.

To answer the question, is there a tendency to develop the big high school, Tables XIV and XV have been prepared. They follow:

TABLE XIV.

Showing Size of Schools by Years Since 1921 Included in This Report.

Years	Number Schools	Under 100	100 to 199	200 to 499	500 to 999	1000 to 999	Over 2000
1921-1922.....	518	13.7	40.6	30.7	10.4	4.6	0
1922-1923.....	585	16.2	36.8	30.8	10.	5.	1.2
1923-1924.....	696	15.1	36.6	32.	10.1	5.	1.2
1924-1925.....	751	15.8	36.6	31.8	9.2	5.3	1.3
1925-1926.....	754	17.4	35.6	31.9	8.	5.3	.9
1926-1927.....	844	17.9	36.7	31.5	9.1	4.5	.3
1927-1928.....	922	18.	36.	32.	8.5	5.	.5

TABLE XV

Showing Largest Secondary School of the Association and Number of Secondary Schools Enrolling Over 2000 Pupils for a Period of Five Years.

Year	Largest School	Number Schools En- rolled Over 2000
1922-23.....	2850	3
1923-24.....	3178	7
1924-25.....	2766	9
1925-26.....	2741	4
1926-27.....	2821	3
1927-28.....	3249	5

There are three noticeable things about Table XIV. They are:

1. The percentage of secondary schools enrolling under 100 pupils has gradually increased since 1921.
2. The percentage of secondary schools enrolling from 100 to 199 pupils; and from 200 to 499 pupils have about stood still since 1921. The same is true for schools enrolling between 1000 and 1999 pupils.
3. There has been a gradual decrease in the percentage of schools enrolling from 500 to 999 pupils, and over 2000.

SUMMARY OF FAILURES IN SECONDARY SCHOOLS

The following conclusions may be drawn from these data:

1. That 55.3 per cent of these secondary schools are part of a 11 grade system, and enroll 61.1 per cent of the pupils.
2. That 44.7 per cent of these secondary schools are part of a 12 grade system and enroll 38.9 per cent of the pupils.
3. That 17.7 per cent of these secondary schools are private and enroll 7.4 per cent of the pupils.
4. That 82.3 per cent of these secondary schools are public and enroll 92.6 per cent of the pupils.

5. That only 4.6 per cent of the graduates of these secondary schools go to colleges outside the Southern Association territory.

6. That approximately eight-tenths, 79.3 per cent, of the graduates of these secondary schools attend either institutions that are members of the Southern Association or institutions on the "four-year non-member list."

7. That approximately one-sixth, 16.1 per cent, of the graduates of these secondary schools attend higher institutions that have no rating of any kind of the Southern Association.

8. That failures are much higher for the institutions that are members of the Southern Association.

9. The size of the high school a pupil graduates from has very little influence upon his success in college. Over a period of seven years the small high school enrolling under 200 failed 15.3 per cent; the medium sized high school enrolling between 200 and 499 failed 14.6 per cent; and the large high school enrolling over 500 failed 14. per cent of the work. There is a slight difference in favor of the large high school, but not enough difference to be of any importance. The schools enrolling under 100 pupils have the fewest failures, and the schools enrolling between 100 and 199 have the most failures. On a seven year average the small high school enrolling under 200 pupils fails 14 per cent and the medium size and large high schools each fail 13.4 per cent. The difference is not important.

10. Over a seven year period the failures in a seven grade system are 1.3 per cent more than an eight grade system. For the year 1927-28 the failures are 2.5 per cent more. During the last two years the advantage seems to be drifting to the eight-grade system.

11. The failures for the public high school for this report are 14.2 per cent and 16.9 per cent for the private secondary school. Over a seven year period the percentage of semester hours failed are 16.5 per cent for the private secondary schools and 12.9 per cent for the public high schools.

12. That for the year 1927-28 Florida ranks first with the fewest percentage of failures, and South Carolina ranks last with the greatest.

13. That there has been no appreciable tendency in the increase in the size of the secondary schools accredited by the Association in the last seven years.

14. That mathematics has the greatest percentage of failures, 22.5 per cent, and other subjects has the least, with 8.6 per cent failures. Mathematics is followed by Spanish with 18.8 per cent failures and science with 18.7 per cent.

15. That Florida with the smallest percentage of failures has the smallest percentage of high school graduates going to college; while South Carolina with the largest percentage of failures likewise has the largest percentage of high school graduates going to college. The correlation between a high percentage of failures and a high percentage of high school graduates going to college is .54.

16. That there is no appreciable difference between the percentages of high school graduates going to college among high schools enrolling under 1000 pupils; but that high schools enrolling over 1000 pupils do not send as high a percentage of its graduates to college as the smaller schools.

PART II.

FAILURES IN HIGHER INSTITUTIONS

The last four of the reports on College Freshmen Grades have studied failures in Colleges. The report of 1926 carried this statement as to why the failures in colleges were included in the report:

"For several years the secondary school men have been suggesting that a study be made of failures in higher institutions. Many of them have insisted that their reports depended very largely upon the particular higher institutions their graduates attended. Many have gone so far as to insist that if they had it in their power to select the higher institutions their graduates attended, they could practically eliminate their percentage of failures. They contended that there is practically no uniformity of grading among higher institutions and consequently that a criticism of the secondary school upon its failures is in many cases unfair."

The three preceding reports have proven so fruitful and interesting that this report also embraces the higher institutions. For purposes of comparative study the higher institutions are grouped as follows:

1. All Universities irrespective of classification.
2. All Schools of Technology.
3. All Teacher Training Institutions.
4. All Colleges grouped as follows:
 - a. Member colleges and also four year non-member colleges.
 - b. Member Junior Colleges.
 - c. All other two, three or four year colleges that are not included in a or b above.
5. Miscellaneous:

A' All higher institutions outside of the Southern Association territory that are accredited by some regional standardizing agency.

B' All higher institutions outside of Southern Association territory that correspond to the "four year non-member list" of the Southern Association.

C' All other higher institutions outside the Southern Association not included in A' or B' above.

Only totals are given for number 5 above. This is necessitated in order to save printing costs. States are ignored and higher institutions are alphabetized under each group.

Table XVI carrying the data by institutions of higher learning follows:

TABLE XVI.

Showing Semester Hours Passed and Failed in Higher Institutions. Fall Semester, 1927-1928

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
									Semester Hours Passed in								Semester Hours Failed in										
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
1927-28	I. UNIVERSITIES																										
	Alabama, University of	A	265	163	61.5	306	23.0	729	264	261	585	532	256	1329	3956	153	27	48	18	321	86	84	242	979	4936	19.6	
	Baylor University	A	172	34	19.8	45	5.2	360	153	111	21	165	90	105	337	1342	45	18	6	27	21	15	12	144	1486	9.7	
	Chattanooga, University of	A	382	43	25	53.1	46	21.4	100	39	33	24	43	72	49	168	529	28	19	9	15	30	13	28	142	671	21.2
	Cumberland University	C	9	3	33.3	3	6.6	24	21	15	16				47	123			3	8				11	134	8.2	
	Duke University	A	180	72	34.4	103	11.4	474	258	207	36	338	188	39	763	2303	42	30	21	3	129	24	3	87	339	2642	12.8
	Emory University	A	2147	147	32	21.8	41	5.7	234	320	10	40	66	422	78	780	1952	20	70	8	20	58		35	211	2163	9.7
	Florida, University of	A	2200	333	149	44.7	330	19.8	961	175	351	24	714	805	308	1598	4936	213	51	108	6	153	196	128	1059	5991	17.6
	Furman University	A	525	54	26	48.1	50	18.5	147	105	15	3	117	176	4	213	780	12	18		39	59	3	22	153	933	16.4
	Georgia, University of	A	176	60	34.0	89	10.1	557	251	232	57	321	513	7	478	2466	12	48	12	83	203		29	392	2858	13.7	
	Kentucky, University of	A	263	107	40.6	165	12.5	638	90	125	18	486	173	90	2297	3917	157	12	21	6	103	12	21	337	669	4586	14.6
	Lincoln Memorial University	C	28	11	39.3	13	9.2	93	44	40	3	49	65	12	55	366	7	4	8	12	12			43	409	10.5	
	Louisiana State University	A	269	152	56.5	291	21.6	624	294	315	15	564	984	151	998	3845	177	30	123	268	287	24	110	1019	4854	20.9	
	Louisville, University of	A	151	54	35.7	91	12.0	354	165	261	30	240	630	102	265	2047	60	18	9	3	103	59	12	50	314	2361	13.3
	Loyola University	B	52	6	11.5	11	4.2	148	45	64	46	108	90	42	368	911	8	3	3	5	15	4	3	41	952	4.3	
	Mercer University	A	61	20	32.8	28	9.1	158	30	82	3	145	93	20	230	771	6		14	32	20		25	98	869	11.2	
	Miami, University of	C	58	2	3.4	5	1.7	137	41	80	7	77	78	53	311	784			6				3	4	13	797	1.6
	Mississippi, University of	A	118	63	53.3	134	22.7	234	100	147	24	240	314	39	503	1601	108	9	48	3	84	51	9	81	393	1994	19.8
	North Carolina, University	A	347	181	52.7	295	17.2	721	490	630	135	802	746	168	376	4068	177	190	230	10	356	246	145	146	1500	5568	26.9
	Rice Institute	A	280	126	45.0	222	15.8	726	357	402		643	1308	177	437	4050	108	45	99	195	333	12	45	837	4887	17.1	
	Richmond, University of	A	71	35	49.3	63	17.7	183	99	102	21	138	205	45	76	869	27	12	3	57	120	15	6	240	1109	21.7	
	South Carolina, University	A	166	80	48.2	163	19.6	507	249	333	90	402	412	55	406	2454	60	39	72	9	84	166	30	51	511	2965	17.2
	Southern Methodist Univer.	A	313	166	53.0	331	21.1	726	186	261	42	459	495	237	1058	3465	207	69	93	3	255	171	72	183	1063	4518	23.3

TABLE XVI.—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in							Semester Hours Failed in							Total Semester Hours Carried	Per Cent Semester Hours Failed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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TABLE XVI.—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in							Total Semester Hours Passed	Semester Hours Failed in							Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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TABLE XVI.—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	CLASS OF INSTITUTION	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in							Semester Hours Failed in							Total Semester Hours Passed.	Semester Hours Failed in							Total Semester Hours Carried	Per Cent Semester Hours Failed
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science		Spanish	Other Subjects							
1927-28		II. COLLEGES																														
	Bowden State N. & Ind. Col.	C	114	3	1	33.3	1	6.6	15	3	9	3	9	3	6	48										3	51	5.9				
	Brenau College	B	102	28	27.4	48	9.4	248	138	208	24	63	124	63	516	1384	27	12	24			12			59	134	1518	8.8				
	Bridgewater College	A	234	17	9	52.9	12	4.1	42	36			21	52	61	212	9	6			12				2	29	241	12.0				
	Buncombe Jr. College, Biltmore	C	13	0	0	0	0	65	37	41	42			18	203										0	203	0					
	Campbell College	C	3	1	33.3	2	13.2	6	6	6	3	6	4		6	37						4			7	44	15.9					
	Caney Junior Col., Pipepass	C	30	10	4	40.0	5	10.0	36	21	15	18	33		12	135		3	6	3				3	15	150	10.0					
	Carr Burdette College	C	103	7	1	14.3	1	2.8	21		21		12		3	93									3	96	3.1					
	Carsen-Newman College	A	454	23	7	30.4	16	13.9	51	15	21	6	18	52	6	116	285	15	3	9	7	3		9	49	324	14.7					
	Catawba College	B	35	9	25.7	17	9.7	86	70	84	6	27	95	18	99	485	21	3		3						51	536	9.5				
	Centenary College	A	874	80	19	23.7	30	7.5	220	87	174	33	186	303	75	133	1211	15	3					18	105	1316	7.9					
	Centre College	A	271	40	17	42.5	27	13.5	108	39	69	3	90	148	48	45	550	12	15	12						87	637	13.6				
	College of Charleston	A	257	24	15	62.6	33	27.5	48	15	15		33	111	36	35	293	24	12	6				17	114	407	28.2					
	Chicoara College	B	22	0	0	0	0	66	60	3	28	45	3	127	332										0	342	0					
	Christian College	C	1	0	0	0	0	3				3		6	12										0	12	0					
	Chowan College	C	4	0	0	0	0	12	3	3	12	6	9	17	62										0	62	0					
	Clifton College	C	1	1	100.	1	20.0	3		3			3	3	12									3	3	15	20.0					
	Columbia Institute, Jr. Col.	C	90	2	0	0	0	6	6	3			3	11	29										0	29	0					
	Coker College	A	299	33	19	57.6	41	24.8	72	18	36	45	60	57	9	104	401	21	6	3	19	24	24	3	21	121	522	25.0				
	Columbia College	C	348	29	12	41.4	17	11.7	84	60	75	21	69	18	39	366	3	18	6	6	6			5	50	416	12.0					
	Converse College	A	88	36	40.9	73	16.6	191	144	6	84	133	126	9	387	1080	34	30	3	30	45	20		47	219	1299	16.9					
	David Lipscomb College	B	22	7	31.8	16	14.5	84	40	8	12	20	56		104	324	16	16	4	4		12		24	76	400	19.0					
	Daniel Baker College	B	36	6	16.6	6	3.3	99	21	33	3	43	24	51	204	483	6							3	12	21	504	4.1				
	Davidson College	A	536	83	43	51.8	82	19.7	210	72	75	45	171	88	80	434	1175	36	6	9	12	72	16	27	63	241	1416	17.0				

TABLE XVI.—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in							Semester Hours Failed in							Total Semester Hours Carried	Per Cent Semester Hours Failed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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TABLE XVI.—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in						Semester Hours Failed in						Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed						
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin				Mathematics	Science	Spanish	Other Subjects		
1927-28	II. COLLEGES																												
	High Point College	C	342	21	6	23.8	9	8.5	60	15	36	3	21	27	30	104	296	3	9	6	6	6				4	23	324	8.6
	Hillman College	C	90	5	0	0	0	0	15	9	12	1	3	12	3	19	74									0	74	0	
	Hillsboro Junior College	C	167	53	10	18.9	16	6.0	150	9	102		78	111	102	159	711	3	15	24	6					48	759	6.3	
	Hinds Junior College	C	22	13	59.1	19	17.2	60	27	36			15	32	33	99	302	12	30	3				15	60	362	16.6		
	Junior College, Homer, Ia.	C	18	3	16.6	6	6.6	51	12	9		24	60			117	273	3	3		6				5	19	292	6.5	
	Hiwassee College	C	9	3	33.3	4	8.9	40	35	5	10	20				10	120	5		15					20	140	14.3		
	Hollins College	B	65	25	38.5	37	11.3	186	147	95	117	54	135			185	919	9	21	22	15	12	18	5	102	1021	9.9		
	Howard College	A	817	135	60	44.4	93	13.8	337	213	162	12	238	488	23	231	1824	21	99	24	3	75	37	18	12	289	2113	13.7	
	Howard Payne College	B	34	5	14.7	6	3.5	159		36			66	55	33	221	570	6	6		3			3	18	588	3.1		
	Huntsville Collegiate Inst.,	C	15	3	133.3	1	6.6	6	3	3		6	3		3	12	36								3	39	7.7		
	Incarinate Word College	A	357	30	6	20.0	7	4.9	78	15	18	3	69	72	63	111	429	9	3		3					21	450	4.6	
	Jones Junior College	C	1	0	0	0	0	0	2	3	3					3	15								0	15	0		
	Judson College	A	297	29	6	20.7	9	6.2	75	57	69	12	42	44	18	86	403	9	3		15					27	430	6.3	
	Kentucky College for Women	C	7	1	14.3	4	11.3	18	15	18	6	18	24			99	3	3	3		3					12	111	10.8	
	King's College	C	334	1	0	0	0	0	3					7	3	3	16									0	16	0	
	La Grange College	B	19	4	21.0	5	5.2	57	39	4	24	51	33	7	48	263		9		3			3			15	278	5.4	
	Lambuth College	C	4	1	25.0	2	10.0	12	9	9		5	4		3	11	53		3		4				7	66	11.6		
	Lander College	B	18	8	44.4	12	13.3	45	39	45	15	26	30	3	32	245	9	6	6		9	6	3		39	284	13.9		
	Lenoir Rhyme College	C	25	4	16.0	9	7.2	66	20	63	6	66	79	6	62	378	9		6			13			28	406	6.9		
	Limestone College	B	263	31	9	29.0	15	9.7	78	54	30	60	75		6	107	410	15	12	3	9				42	482	9.3		
	Locust Grove Institute	C	30	7	0	0	0	0	21	12	21	3	15	18			93								0	93	0		
	Logan College	C	44	5	0	0	0	0	24	9		4	15	4		39	95								0	95	0		
	Ion Morris College	C	250	12	2	15.4	3	4.6	39	9	27	3	24	2	12	67	183		3			3			9	192	4.7		
	Louisburg College	C	296	10	3	30.0	4	8.0	30	9	21		24		18	36	139		9				3			12	180	8.0	

TABLE XVI.—(Continued)

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YEAR		NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in							Semester Hours Failed in							Total Semester Hours Passed	Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed	
										English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
1927-28		II. COLLEGES																										
		Louisiana College	A	58	26	44.9	48	16.5	87	45	31	2	79	126	24	106	500	14	11	3		22	8	1	3	62	562	10.9
		Lacy Cobb Institute	C	44	13	0	0	0	36	30	30	15	15	21		21	168								0	168	0	
		Lynchburg College	B	30	4	13.3	7	4.9	87	27	27	6	90	92	22	118	469	3	3			15	10			31	500	60.2
		Mansfield Female College	C	11	1	9.0	3	5.4	30	12	27	3	33	35		30	170	3	3						3	9	179	5.0
		Marion Institute, Ala.	C	87	27	7	25.5	11	8.1	81	9	87	110	92	21	35	435				7	16		6	12	41	476	8.6
		Marion Junior College, Va.	C	8	3	37.5	3	7.5	24	21	24	6	9	16		18	118								3	121	2.4	
		College of Marshall	C	12	3	25.0	7	11.6	45	5	25		35	20	5	10	145	10		10		5	5		35	180	19.4	
		Marshall College	A	1225	17	5	29.4	7	8.2	68	8	20	18	27		97	238	4							16	20	268	7.7
		Mars Hill College	C	28	13	46.4	21	15.0	66	30	57	12	24	55	12	71	327	15	6	6	3	9	4	15	1	59	386	15.3
		Martha Washington College	C	22	3	13.6	3	2.7	63	27	36	15	12	48		152	353			3		3			3	9	362	2.4
		Martin College	C	8	1	12.5	1	2.5	24	9	12	6	12	6	12	32	113					3				3	116	2.5
		Mary Baldwin College	C	22	5	22.7	6	5.4	66	39	39	39	39	3	6	62	293			6	6	3		3	18	311	5.8	
		Maryville College	A	786	50	15	30.0	24	9.6	143	78	36	68	141	90	178	734	16	2			18	12	3	13	65	799	8.2
		McMurray College	C	32	7	21.9	11	6.8	84	24	42	6	51	30	54	138	429	3		3		12	6	3	6	33	462	7.1
		Moreheadburg Academy	C	1	0	0	0	0	5	5			5	5		20									0	20	0	
		Meredith College	A	71	28	39.4	46	12.9	183	183	177	42	78	127	3	141	934	30	9	12	12	29	22		10	144	1078	13.3
		Milligan College	B	15	4	26.6	6	8.0	46	9		11	24	32		95	217		3			12		7	22	239	9.2	
		Millieaps College	A	64	20	31.2	24	7.5	186	63	120	78	174	21	69	189	900		9	15	18	12		6	9	69	969	7.1
		Mississippi College	A	540	29	6	20.7	11	7.3	84	40	36	9	72	87	18	86	432	3			6	5		9	36	467	7.5
		Miss. State Coll. for Women	A	1383	188	76	40.4	147	15.6	519	204	433	62	45	716	102	264	2345	42	69	114	3	12	138	31	442	2787	15.8
		Columbus.	C	128	3	0	0	0	9	9			6			12	45								0	45	0	
		Mississippi Synodical Col.	C	21	8	38.1	13	12.4	45	21	42		12	48	12	92	272	9	6	9			3	12	39	211	12.5	
		Mississippi Women's Col.,	C	16	1	6.2	1	1.2	48	18	39		45	45	27	51	273								3	276	1.1	
		Hattiesburg																										
		Mitchell College	C																									

TABLE XVI.—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in						Semester Hours Failed in						Total Semester Hours Carried	Per Cent Semester Hours Failed					
									Semester Hours Passed in						Semester Hours Failed in												
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin			Mathematics	Science	Spanish	Other Subjects	
1927-28	II. COLLEGES																										
	Morris Harvey College	C	154	1	100.	1	20.0	3				5							5					5	13 28.5		
	Hazareth College	C	161	15	2	15.5	2	2.6	45	27	44	60							267		4			3	7 274 2.5		
	Newberry College	C	415	18	0	0	0	0	72	54	54	6	90						294						0 294 0		
	New Mexico Military Inst.	C	6	2	33.3	4	12.2	15	25	6			12	19	5	4			86	3		3	5	3	14 100 14.		
	Norfolk College	C	3	2	66.6	5	33.3									41			41					20	20 61 32.8		
	Norman Park Junior College	C	5	1	20.0	1	4.0	20		20	8	18	16	12					94			2			2 96 2.0		
	North Carolina College for Women	A	1694	281	106	37.4	195	12.9	794	387	418	45	144	372	134	1326			3620	97	54	99	6	30	126	21	115 548 4168 12.1
	Our Lady of the Lake Col.	A	277	28	2	7.1	2	1.5	78	48	21	9	33	33	24	140			386					3	3	6 392 1.6	
	Palmer College	C	21	9	2	22.2	4	8.9	27	6	27	3	24	28	18	8			141				3	8	1	12 153 7.7	
	Peace Institute	C	37	22	59.4	49	26.4		87	36	53	24	17	47		160			424	18	45	24	3	15	12	3 29 149 573 26.0	
	Perkinson Junior College	C	84	21	0	0	0	0	48	18	48		58	43	18	18			251							0 251 0	
	Piedmont College	B	204	13	8	61.5	18	27.7	36	6	21		15	39	6	40			163	3	9	6	3	12	8	6 53 216 24.5	
	Pikeville College	C	40	4	3	75.0	7	35.0	12						3	8			33			3		9	5	4 21 54 38.8	
	Presbyterian College	A	274	41	12	29.2	15	7.3	100	88	3	21	131	84		171			598	9	3		8	18		38 636 5.9	
	Queens College	B	60	24	40.0	43	14.3	153	123	9	56	99	40	18	329	827	21		827	21	15	3	7	23	44	9 12 134 961 13.9	
	Randolph-Macon Woman's Col.	A	127	52	40.9	98	15.4	324	240	168	286	386	217	15	89	1725	45		1725	45	30	24	75	88	9 11 282 2007 14.0		
	Richmond Junior College	C	1	0	0	0	0	0	3	3	3	3				3			15							0 15 0	
	Roanoke College	A	260	47	20	42.5	37	15.7	120	57	72	9	111	170	24	77			640	21	18	12	9	27	15	6 9 117 757 15.4	
	Rollins College	A	223	54	13	24.8	22	8.1	153	80	80	8	67	67	53	292			800	6		12	9	6	7	21 61 861 7.1	
	Rusk College	C	3	3	100.	3	20.0	5	5					10	5				25	10		5			5	20 45 44.4	
	Sacred Heart Convent	C	41	4	0	0	0	0	16	12	12		12			17			69							0 69 0	
	Salem College	A	275	63	21	49.2	67	21.2	150	78	129	66	72	28	45	230			798	39	36	21	27	15	54	15 8 215 1013 21.2	
	San Antonio Junior College	C	5	4	80.0	7	28.0	12		6		6	6	3	3	9			39	3	9		6			6 24 63 3.8	

TABLE XVI.—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in							Total Semester Hours Passed	Semester Hours Failed in							Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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YEAR	NAME OF HIGHER INSTITUTION	CLASS OF INSTITUTION	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	II. COLLEGES										(140) TOTAL	PER CENT OF TOTAL									
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed	
1927-28				6759	2248	33.2	4048	11.9	18174	8658	9653	3043	10173	13086	4635	24456	91877	English	2170	1437	1468	421	2238	2330	904	1792	12760	104637	12.2

TABLE XVI.—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in							Semester Hours Failed in							Total Semester Hours Passed	Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		
1927-28	III. SCHOOLS OF TECHNOLOGY																									
	A. & M. College of Georgia	C	13	4	30.7	5	7.7	30	12	6	13	28	18	60	172											
	Tifton																									
	A. & M. College of Mississippi	A	111	42	37.8	72	12.8	295	9	249	264	501	6	615	1939											
	A. & M. College of North Carolina, Raleigh	A	175	79	45.1	125	14.3	477	31	104	20	521	519	28	1120	2820										
	A. & M. College of Texas College Station	A	2548	312	202	64.5	434	27.8	1046	57	48	955	1150	34	1468	4768										
	A. & M. College of Texas Arlington	C	457	10	6	60.0	11	22.0	18	12	24	23	48	125	6											
	Alabama Polytechnic Inst.	A	1161	213	97	45.5	162	15.2	492	106	411	629	465	12	1327	3442										
	The Citadel	A	171	75	43.9	219	25.6	435	432	378	695	362	18	501	2822											
	Clemson College	A	1236	170	105	61.8	232	27.3	188	74	245	5	461	311	866	2350										
	College of Industrial Arts	A	220	86	39.0	120	10.9	553	198	219	25	105	257	123	1604	3094										
	Georgia School of Technology	A	2178	378	183	48.4	346	18.3	969	264	216	1476	848	306	1880	5929										
	Louisiana Polytechnic Inst.	A	824	51	23	45.0	40	15.7	174	21	75	6	72	155	9	227	739									
	North Georgia Agricultural College, Dahlonega	C	11	4	36.9	6	10.9	8	3	9	2	10	10	2	6	50										
	Pearl River Agricultural College, Poplarville	C	25	7	28.0	12	9.6	69	39	75	27	45	6	83	244											
	Southwestern Louisiana Inst.	A	867	169	58	34.3	93	11.0	431	84	291	261	434	42	1003	2546										
	State College of Agriculture Athens	A	5	0	0	0	0	0	18	3	6	20	23	70												
	John Karlton Agr. College	C	29	13	44.8	31	21.4	60	6	15	46	92	15	236	470											
	Tennessee Polytechnic Inst.	C	336	27	3	11.1	8	5.9	69	45	32	125	3	123	397											
	Texas Technical College	C	1615	231	75	32.4	111	9.6	612	108	198	18	555	491	201	769										
	Virginia Polytechnic Inst.	A	1236	131	51	38.9	89	13.6	327			675	488	789	2279											

TABLE XVI.—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in						Semester Hours Failed in						Total Semester Hours Carried	Per Cent Semester Hours Failed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects					
1927-28	III. SCHOOLS OF TECHNOLOGY			2452	1113	45.4	2116	17.2	6271	1444	2599	76	6832	6535	823	12718	37298	16.2	1119	293	352	0.	23.6	22.9	23.2	8.8	7306	44604	16.4
	(61) TOTAL																												
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TABLE XVI.—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Total Semester Hours Passed	Semester Hours Failed in								Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
1927-28	IV. TEACHER TRAINING	ALABAMA																										
		State Normal School, Florence	C	94	14	14.9	16	3.4	398		108	4	96	94		890	1590	28		4			4		18	54	1644	3.3
		State Normal School, Jacksonville	C	13	3	23.0	4	6.1	52		8		16	24	2	113	215	8				6				14	229	6.1
		State Normal School	C	277	9	0	0	0	36	8	8		16			94	162									0	162	0.
		Livingston State Normal School, Troy	C	295	47	17	36.1	27	11.5	140	24	100	36	24		423	747	44	8		12	8			27	99	846	10.5
		GEORGIA																										
		Georgia State Teachers College, Athens	B	106	33	31.1	49	9.2	270	63	87	30	183	135	54	903	1725	42		18	24	3	9		45	141	1866	7.6
		Normal School, Statesboro	C	5	2	40.0	2	8.0	15	3	15		3	6		40	82								4	4	86	4.7
		Ga. State Womans College, Valdosta	A	303	38	6	15.8	7	3.7	108	39	72	6	57		324	612	9							15	24	636	3.7
		KENTUCKY																										
		West Kentucky State Teach- ers Col., Bowling Green	A	84	17	20.2	24	5.7	368	78	102	23	79	48		592	1290	20	10	18		11	8		24	91	1381	6.6
		Kentucky State Normal School, Morehead	C	115	5	4.0	2	8.0	15		12		4	16		24	71	3					3			6	77	7.8
		State Normal School, Murray	B	616	57	17	29.8	29	10.1	161	51	37	17	113	101	321	801	18	6	12	6	25	22		7	96	897	10.7

TABLE XVI.—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in							Semester Hours Failed in							Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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	George Peabody College for Teachers, Nashville																			A	892	46	6	13.0	7	3.0	137	21	87	3	3	129	3	270	653					3	17	3	4	27	680	3.9																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	Middle Tennessee State Teachers, Col., Murfreesboro																			B	38	6	18.0	12	7.3	108	21	69	3	54	39	6	220	520	6	12			12	3		9	42	562	7.5																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
	West Tenn. State Teachers College, Memphis																			A	670	56	6	10.4	7	2.5	158	66	96	42	52	149	36	186	785	9				5	7		3	24	807	2.9																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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TABLE XVI.—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Per Cent of Courses Failed	Semester Hours Passed in								Semester Hours Failed in								Total Semester Hours Failed	Per Cent Semester Hours Failed					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects							
1927-28	SUMMARY	UNIVERSITIES (38)		5787	2637	45.5	4840	16.7	14140	5280	6697	1285	10042	14021	3928	19622	75126	2821	1710	1380	182	27.6	3844	21.2	3782	1045	11.4	2539	16705	91841	18.2
		Percent of Total		6759	2248	33.2	4048		18174	8658	9652	3042	10172	13085	4625	24456	91877	2170	1427	1468	421	2238	20.9	21.2	2300	904	1792	12760	104627	12.2	
		COLLEGES (140)																													
		Per Cent of Total																													
		SCHOOLS OF TECHNOLOGY (19)		2452	1113	45.4	2116	17.2	6271	1444	2599	76	6822	6525	822	12718	37298	1119	292	252	0	22.6	2109	22.9	1961	250	1222	7306	44604	16.4	
		Percent of Total																													
		TEACHER TRAINING INSTITU- TIONS (26)		1822	421	23.5	612	12.6	5121	622	2077	250	1680	3040	429	11252	24591	495	16.9	11.9	4.2	9.5	176	297	26	492	4.1	492	1675	26266	6.3
		Per Cent of Total																													
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TABLE XVI.—(Continued)

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In making this study of failures by colleges an effort is made to ascertain:

1. Whether there is any uniformity among institutions regarding the percentage of freshmen who fail in one or more courses.

2. Whether there is any uniformity among institutions as to the percentage of freshmen that fail in the various courses (a) in the same institutions or (b) in different institutions.

3. Whether failures in one subject are greater than failures in other subjects in the same higher institution.

4. Whether there is any uniformity in the percentage of failures occurring in the various types of higher institutions—e. g., colleges for men, colleges for women, teachers colleges, etc.

In order to present the answers derived from these and other similar questions, two sets of tables are presented. One set—Tables XVII to XXI show the percentages of students failing in one or more subjects and the other set of tables XXIV to XXVIII show the percentages of students failing in each subject.

It was thought best to study these failures by types of higher institutions as well as of all the schools collectively; consequently, five groups of schools are made. These groups are 11 private, co-educational, higher institutions; 11 state universities; 11 colleges for women; 11 technological high institutions; and 11 state teacher training institutions. In order to continue a comparative study started in 1925 of failures in certain higher institutions these same individual schools, as nearly as possible, are used for the fourth time as the basis of the study. With this explanation, the first set of tables, XVII to XXI, follow:

TABLE XVII

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Southern State Teacher Training Institutions, Fall Semester 1927-28

Higher Institutions	Number Students Reported	Number Students Failed One or More Subjects	Per Cent Students Failed One or More Subjects	Per Cent Semester Hours Failed
East Carolina State Teachers College, Greenville, N. C.....	80	15	18.7	4.2
North Texas State Teachers College, Denton, Texas.....	237	83	35.	11.3
Sam Houston State Teachers College Huntsville, Texas.....	18	1	5.1	1.1
South West State Teachers College, San Marcos, Texas	52	22	42.3	12.5
State Normal School, Flor- ence, Alabama.....	94	14	14.9	3.3
State Teachers College, East Radford, Virginia.....	37	13	35.1	7.6
State Teachers College, Harri- sonburg, Virginia.....	88	9	10.2	2.3
State Teachers College, Hatties- burg, Miss.....	31	6	19.3	5.7
West Tennessee State Teachers College, Memphis, Tenn.....	56	6	10.4	2.9
State Teachers College, Natchi- toches, Louisiana.....	138	23	16.6	4.3
State Teachers College, Rich- mond, Kentucky.....	52	15	28.8	7.4
Total	883	207	23.4	6.1

TABLE XVIII

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Southern Colleges for Women, Fall Semester 1927-28

Higher Institutions	Number Students Reported	Number Students Failed One or More Courses	Per Cent Students Failed One or More Courses	Per Cent Semester Hours Failed
Alabama College.....	98	28	28.6	8.3
Brenau College.....	102	28	27.4	8.8
Coker College.....	33	19	57.6	25.0
College of Industrial Arts.....	220	86	39.	10.9
Converse College.....	88	36	40.9	16.9
Florida State College for Women.....	394	87	22.1	5.9
Georgia State College for Women, Milledgeville.....	163	24	14.7	3.5
Mississippi State College for Women.....	188	76	40.4	15.8
North Carolina State College for Women.....	281	105	37.4	13.1
Randolph-Macon Woman's Col- lege.....	127	52	40.9	14.
Shorter College.....	55	18	32.8	16.6
Total.....	1749	559	31.9	10.6

TABLE XIX

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Private Higher Institutions in the Association—Fall Semester 1927-28

Higher Institutions	Number Students Reported	Number Students Failed One or More Subjects	Per Cent Students Failed One or More Subjects	Per Cent Semester Hours Failed
College of Charleston.....	24	15	62.6	28.2
Centre College.....	40	17	42.5	13.6
Davidson College.....	83	43	51.8	17.0
Duke University.....	180	72	34.4	12.8
Emory University.....	147	32	21.8	9.7
Mercer University.....	61	20	32.8	11.2
Transylvania University.....	19	1	5.3	.7
Tulane University.....	385	182	47.3	22.
University of the South.....	48	30	62.5	10.2
Vanderbilt University.....	134	60	44.8	16.1
Washington & Lee University....	106	54	50.9	18.6
Total.....	1227	526	42.9	16.6

TABLE XX

Showing a Comparison of the Percentages of Freshmen Failures in Eleven Technological Higher Institutions—Fall Semester 1927-28

Higher Institutions	Number Students Reported	Number Students Failed One or More Courses	Per Cent Students Failed One or More Courses	Per Cent Semester Hours Failed
Alabama Polytechnic Institute.....	213	97	45.5	12.9
Clemson College.....	170	105	61.8	23.7
Georgia State College of Agri- culture.....	5	0	.0	.0
Georgia School of Technology.....	378	183	48.4	17.7
Louisiana Polytechnic Institute.....	51	23	45.	15.7
Mississippi A. & M. College.....	111	42	37.8	10.8
Southwestern Louisiana Poly- technic Institute.....	169	58	34.3	10.7
Texas A. & M. College.....	312	202	64.5	25.5
Texas Technological Institute.....	231	75	32.4	11.4
The Citadel.....	171	75	43.9	20.7
Virginia Polytechnic Institute.....	131	51	38.9	12.6
Total	1942	911	46.8	17.4

TABLE XXI

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Southern State Universities of the Association—Fall Semester 1927-28

Higher Institutions	Number Students Reported	Number Students Failed One or More Courses	Per Cent Students Failed One or More Courses	Per Cent Semester Hours Failed
Alabama, University of.....	265	163	61.5	19.8
Florida, University of.....	333	149	44.7	17.6
Georgia, University of.....	176	60	34.	13.7
Kentucky, University of.....	263	107	40.6	14.6
Louisiana, University of.....	269	152	56.5	20.9
Mississippi, University of.....	118	63	53.3	19.9
North Carolina, University of.....	343	181	52.7	26.9
South Carolina, University of.....	166	80	48.2	17.2
Tennessee, University of.....	315	165	52.3	17.1
Texas, University of.....	578	303	52.4	21.9
Virginia, University of.....	174	105	60.3	33.9
Total	3000	1528	50.9	25.4

When the percentages of students failing one or more subjects in the various types of higher institutions are compared, there is found a wide range of difference. Among teacher training institutions the percentage ranges from 5.1 per cent at the Sam Houston State Teachers College to 42.3 per cent at the South West State Teachers College (both of these teachers colleges are in the same state—Texas); among colleges for women the range is from 14.7 per cent at

Georgia State College for Women to 57.6 per cent at Coker College; among private higher institutions, from 5.3 per cent at Transylvania College to 62.6 per cent at the College of Charleston; among schools of technology, from 32.4 per cent at the Texas Technological Institute to 64.5 per cent at the Texas A. & M. College (again both institutions are in the same state—Texas); and among state universities, from 34 per cent at the University of Georgia to 61.5 per cent at the University of Alabama.

In order to get a view of the failures over a span of four years two tables are presented. Table XXII shows the percentage of students failing in one or more subjects in certain types of institutions; Table XXIII shows the percentages of semester hour failures in the same type of schools. These two tables follow:

TABLE XXII

Showing Percentages of Students Failing One or More Courses in Five Groups of Higher Institutions Over a Four Year Period of Time

Types of Institutions	1924-25	1925-26	1926-27	1927-28
Teachers Colleges.....	20.2	20.8	24.1	23.4
Colleges for Women.....	29.4	30.	30.9	31.9
Private Higher Institutions.....	41.6	42.1	44.5	42.9
Technological Institutions.....	42.3	42.1	49.3	46.8
State Universities.....	49.3	54.	53.	50.9

TABLE XXIII

Showing the Percentages of Semester Hours Failed in Five Groups of Higher Institutions Over a Four Year Period of Time

Types of Institutions	1924-25	1925-26	1926-27	1927-28
Teachers Colleges.....	6.1	6.2	6.9	6.1
Colleges for Women.....	9.6	10.1	9.9	10.6
Private Higher Institutions.....	15.7	16.7	19.2	16.6
Technological Institutions.....	17.4	17.1	17.6	17.4
State Universities.....	19.3	20.6	21.8	25.4

Two things stand out in tables XXII and XXIII. They are: first, that the percentages of failures in each type of higher institutions are rather uniform over a period of four years; and secondly, that the differences between the varied groups are very striking. Such questions as: Why do more than twice as many students fail in one or more courses in state universities as in state teachers colleges? Or, again, why do students in state universities fail four times as many semester hours work as students in state teachers colleges? arise immediately in this report. But since it is solely a fact-finding study, no answers to them are attempted.

Let us turn now to a study of the failures by subjects among these same five groups of higher institutions.

Tables XXIV to XXVIII present the facts of this phase of the report.

TABLE XXIV

Showing a Comparison of the Percentages of Freshmen Failures in Eleven Southern State Teacher Training Institutions. Fall Semester 1927-28

Higher Institutions	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total
E. Carolina S. T. C., Greenville, N. C.	6.3	0.	4.1	0.	16.7	6.3	—	17.7	4.2
North Texas S. T. C., Denton, Texas	13.9	6.3	6.5	0	11.4	21.4	7.3	9.5	11.3
Sam Houston S. T. C., Huntsville, Texas	0	—	0	0	25.	0	0	0	1.1
South West S. T. C., San Marcos, Texas	24.4	0	3.6	50.	0	12.5	6.3	11.7	12.5
State Normal School, Florence, Ala.	6.6	—	3.6	0	0	4.	—	2.	3.3
S. T. C., East Radford, Virginia	20.	0	14.3	0	0	0	—	5.7	7.6
S. T. C., Harrisonburg, Virginia	7.	14.3	6.9	0	0	1.9	0	.2	2.3
S. T. C., Hattiesburg, Mississippi	6.9	0	10.	0	0	—	0	5.5	5.7
West Tennessee S. T. C., Memphis, Tenn.	5.4	0	0	0	8.8	4.5	0	1.6	2.9
S. T. C., Natchitoches, Louisiana	8.8	0	17.9	0	5.	2.5	5.	1.2	4.3
S. T. C., Richmond, Kentucky	6.6	0	5.	0	8.	10.	—	7.4	7.4
Totals	9.8	1.9	6.4	4.	5.6	6.7	5.	4.6	6.1

TABLE XXV

Showing a Comparison of the Percentages of Freshmen Failures in Eleven Southern Colleges for Women—Fall Semester 1927-28

Higher Institutions	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total
Alabama College.....	8.2	27.6	8.9	0	13.8	7.3	9.	5.1	8.3
Brenau College.....	9.8	8.	10.3	0	0	8.8	0	10.3	8.8
Coker College.....	22.6	25.	7.7	29.7	28.6	29.6	25.	16.8	25.
College of Industrial Arts	16.	17.5	7.6	0	14.6	26.4	8.8	5.2	10.9
Converse College.....	15.1	17.2	33.3	26.3	25.6	19.2	0	10.8	16.9
Florida State College for Women.....	4.6	7.5	13.	5.4	6.	5.5	14.6	2.8	5.9
Georgia State College for Women.....	4.4	0	6.3	0	0	6.9	0	2.4	3.5
Mississippi State College for Women.....	7.5	25.3	20.8	4.6	21.	16.2	24.4	10.5	15.8
North Carolina State College for Women.....	10.9	12.2	19.1	11.8	17.2	25.3	13.5	8.	13.1
Randolph - Macon Woman's College.....	12.2	11.1	12.5	20.8	18.6	4.	0	11.	14.
Shorter College.....	9.7	2.4	12.1	25.	34.9	37.5	12.5	0	16.6
Totals	9.8	12.2	14.8	16.7	19.	13.9	13.7	5.5	10.6

TABLE XXVI

Showing a Comparison of the Percentages of Freshmen Failures in Eleven Private Institutions of Higher Learning in the Association.
Fall Semester 1927-28

Higher Institutions	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total
College of Charleston..	33.3	44.4	28.6	—	42.1	19.5	10.	32.7	28.2
Centre College.....	10.	27.7	14.9	0	18.9	7.5	23.8	0	13.6
Davidson College.....	14.6	7.7	10.7	21.	29.6	15.4	25.2	12.7	17.
Duke University.....	8.1	10.4	9.2	7.7	27.6	11.3	7.1	10.2	12.8
Emory University.....	7.9	17.9	0	16.7	22.7	12.	0	4.3	9.7
Mercer University.....	3.7	0	14.6	0	18.6	17.7	0	9.8	11.2
Transylvania University	0	0	—	0	5.9	0	0	0	.7
Tulane University.....	21.2	24.7	15.7	17.5	35.	29.2	14.8	11.7	22.
University of the South	12.	17.6	0	27.5	12.8	15.8	10.1	5.4	10.2
Vanderbilt University	15.	8.2	17.4	13.9	28.1	8.8	30.5	11.1	10.2
Washington and Lee University	12.4	25.7	14.9	0	39.	15.4	14.3	8.3	18.6
Totals	14.6	17.8	13.7	16.3	29.8	18.3	15.6	9.6	16.6

TABLE XXVII

Showing a Comparison of the Percentages of Freshmen in Eleven Southern Technological Higher Institutions—Fall Semester 1927-28

Higher Institutions	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total
Alabama Polytechnic Institute	20.4	2.8	1.4	—	25.1	17.3	33.3	4.7	12.9
Clemson College	43.	10.8	18.3	0	26.9	31.5	100.	11.8	23.7
Georgia State College of Agriculture	0	—	0	—	0	0	—	0	0
Georgia School of Technology	15.2	22.5	17.2	—	20.3	26.8	25.2	9.3	17.7
Louisiana Polytechnic Institute	7.9	30.	7.4	0	22.6	31.1	40.	4.6	15.7
Mississippi A. & M. College	10.	0	5.7	—	20.	12.6	50.	6.7	10.8
Southwestern Louisiana Polytechnic Inst.	11.3	17.7	3.9	—	14.7	20.8	30.	4.3	10.7
Texas A. & M. College	10.8	29.6	30.4	—	37.	28.	42.4	21.2	25.5
Texas Technological Institute	10.9	2.7	2.9	0	20.9	9.	19.3	6.4	11.4
The Citadel	17.6	18.2	28.4	—	24.9	29.7	0	3.5	20.7
Virginia Polytechnic Institute	18.	—	—	—	7.7	17.4	—	10.9	12.6
Total	15.5	19.5	13.	0	23.0	23.4	25.6	9.9	17.4

TABLE XXVIII

Showing a Comparison of the Percentages of Freshmen Failures in Eleven Southern State Universities in the Association—Fall 1927-28

Higher Institutions	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total
Alabama, University of ..	17.4	9.3	15.5	100.	25.4	13.9	24.7	15.4	19.8
Florida, University of ..	18.1	22.5	23.5	20.	17.8	19.6	29.4	11.	17.6
Georgia, University of ..	0	4.5	14.5	17.4	20.5	28.8	0	5.7	13.7
Kentucky, University of ..	19.7	11.7	14.3	25.	17.5	6.5	18.9	12.8	14.6
Louisiana, University of ..	22.1	9.2	28.	0	32.2	22.6	13.7	10.9	20.9
Mississippi, University of ..	31.6	8.2	24.6	11.1	25.9	13.9	18.7	13.9	19.8
N. Carolina, University of ..	19.1	27.9	26.7	6.9	30.7	24.8	46.3	28.	26.9
S. Carolina, University of ..	11.9	13.5	17.8	9.1	17.3	28.7	35.3	11.2	17.2
Tennessee, University of ..	14.4	19.2	12.9	14.3	30.3	20.8	29.8	9.4	17.1
Texas, University of	21.9	21.5	12.3	6.1	33.7	24.8	20.4	16.9	21.9
Virginia, University of ..	30.9	34.	63.9	29.4	36.6	32.2	40.4	28.6	33.9
Total	18.2	17.9	20.5	14.5	29.4	23.3	27.6	13.5	25.4

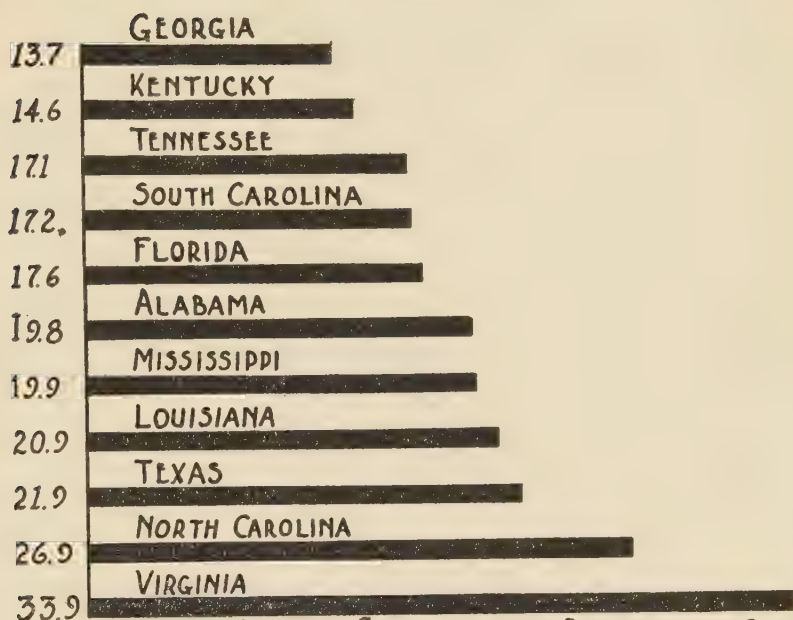


FIG. 3— SHOWING GRAPHICALLY THE PERCENTAGES OF FAILURES IN THE VARIOUS STATE UNIVERSITIES

Here again a study of these tables shows a very great variation. Failures among institutions of the same type show a wide range. For illustrations (considering totals) among teacher training institutions the range is from 1.1 per cent at the Sam Houston State Teachers College to 12.5 per cent at the South West State Teachers College; among colleges for women, from 3.5 per cent at Georgia State College for women to 25 per cent at Coker College; among private higher institutions, from .7 per cent at Transylvania College to 28.2 per cent at the College of Charleston; among technological institutions, from 0 per cent at Georgia State College of Agriculture to 25.5 per cent at Texas & M. College; and among state universities, from 13.7 per cent at the University of Georgia to 33.9 per cent at the University of Virginia.

When we turn from a consideration of totals for groups to the ranges in particular subjects, the results are fully as striking. If we take English, for example, it is seen that the range of failures among teacher training institutions is from 5.4 per cent at the West Tennessee State Teachers College to 24.4 per cent at the South West State Teachers College of Texas; among colleges for women, from 4.6 per cent at the Florida State College for Women to 22.6 per cent at Coker College; among private higher institutions, from 3.7 per cent at Mercer University to 33.3 per cent at the College of Charleston; among technological institutions, from 7.9 per cent at Louisiana Polytechnic Institute to 43 per cent at Clemson College; and among state universities, from nothing at the University of Georgia to 31.6 per cent at the University of Mississippi. This same wide range would be found if we studied any of the other subjects included in this report. The highest percentage of failures is in mathematics. Here it is interesting to see that for the groups the range is from 5.6 per cent for the teacher training institutions to 29.8 per cent for the private higher institutions and 29.4 per cent for the state universities.

In order to get a birdseye view, as it were, of the whole subject of failures in higher institutions, a final table in the form of a summary has been prepared. It follows:

TABLE XXIX

Showing the Percentages of Failures by Subjects for Various Types of Higher Institutions. Fall Semester 1927-28

TYPE OF HIGHER INSTITUTIONS	Number Institutions										Per Cent Failing One or More Subjects
		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total	
Universities	38	16.6	17.1	17.0	12.4	27.6	21.2	20.9	11.4	18.2	45.5
Colleges	140	10.1	14.2	13.2	12.1	18.	15.1	16.3	6.3	12.2	33.2
Teacher Training Institutions	36	8.7	5.2	6.0	4.2	9.5	8.9	7.5	4.1	6.5	23.5
Schools of Technology	19	15.2	16.9	11.9	0	23.6	22.9	23.3	8.8	16.4	45.4
MISCELLANEOUS											
A'	121	12.0	14.8	14.0	19.9	21.1	22.6	27.7	18.9	18.6	31.9
B'	7	0	42.8	0	0	0	0	0	28.8	11.4	50.0
C'	77	6.9	16.5	7.2	10.7	16.0	13.0	6.3	3.7	8.9	23.6
Total	438	13.2	15.2	13.6	12.0	22.5	18.7	18.8	8.6	14.5	37.8

It is seen from these special group tables that practically one-half of the students in state universities, schools of technology and private higher institutions; practically one-third in colleges for women; and practically one-fourth in teachers colleges, fail one or more courses during the first quarter or semester of their freshman year. If we consider the total per cent of semester hours failed by the various types of higher institutions, we have 25.4 per cent for state universities; 17.4 per cent for schools of technology; 16.6 per cent for private higher institutions; 10.6 per cent for colleges for women; and 6.1 per cent for teacher training institutions.

While practically twice as many students in state universities fail one or more courses as students do in teacher training institutions, practically three times the percentages of semester hours are failed by students in state universities as in teacher training institutions. One cannot keep from wondering about this situation and asking some questions like these: Why is this true? Is it an indication of higher standards in one of the types of institutions? Does one type of institution draw an inferior group of students? Is there more purpose behind one group of students than the other? etc., etc.

If we notice the institutions outside the Southern Association territory, we see there also a great variation in percentages of failures in the various groups of institutions. There are nearly three times as many percentages of semester hours failed in A' schools as in C' schools. Again one is led to ask why?

A study of failures in any subject for all the groups represented is interesting. In most any subject the range is strikingly wide. One cannot help but wonder why this is true and if there is any real scientific basis for marking students in these institutions of higher learning.

FAILURES BY COLLEGES

Table XXX and Figure 1 are presented to show what percentage of all these hours were passed or failed in each college. Table XXX shows that 65.2 per cent of the hours passed were in the Colleges of Arts and Sciences. Likewise 66.3 per cent of all the hours failed were in the same college. Approximately one-seventh of the work was done in Teachers Colleges; another seventh in Engineering Colleges; and two-thirds in Colleges of Arts and Sciences. The same table shows that the smallest percentage of failures is in the Teachers Colleges with 6.8 per cent, and the largest, in the Engineering Colleges, with 19 per cent.

Figure — shows graphically the percentage of all the hours carried in each type of college. For example, 1.4 per cent of all the work was carried in the Colleges of Agriculture, 14.4 per cent in the Engineering Colleges, etc.

TABLE XXX

Showing What Percentage of all the Hours Passed and Failed was in Each College and also the Percentage of Total Hours Carried in Each College That Was Failed

Kind of College	Per cent of Total Hours Passed	Per Cent of Total Hours Failed	Per cent failed by each college
Teachers	14.9	6.4	6.8
Pharmacy	.3	.3	12.9
Law	.1	.1	13.8
Arts and Science.....	65.2	66.3	14.7
Agriculture	1.4	1.9	18.5
Business Administration.....	4.5	6.1	18.7
Engineering	13.6	18.9	19.
Total	100.	100.	14.5

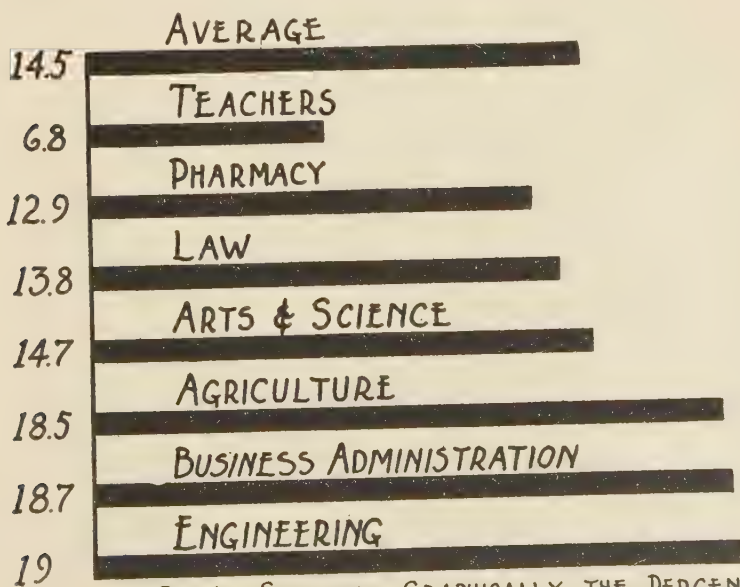


FIG. 4— SHOWING GRAPHICALLY THE PERCENTAGES OF FAILURES BY COLLEGES

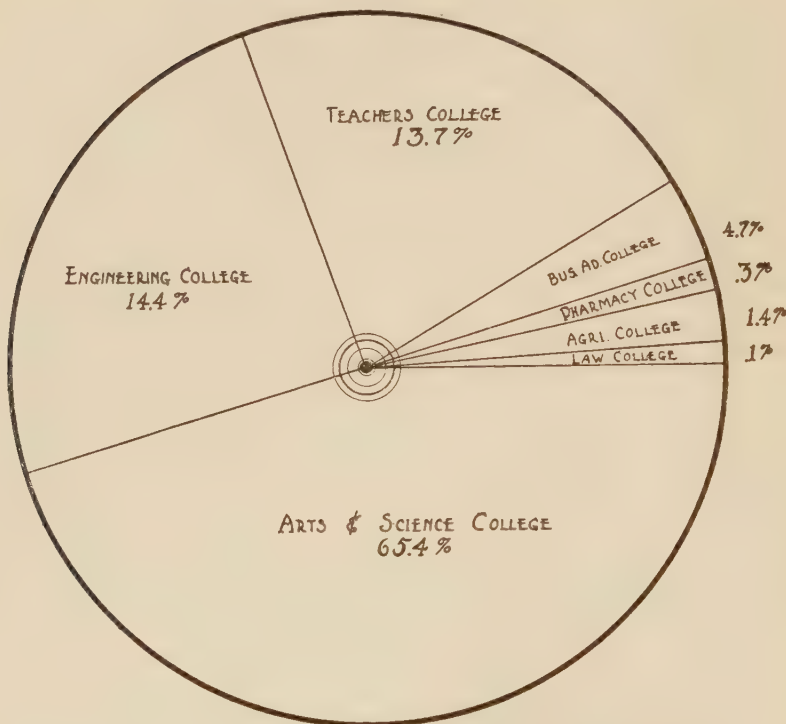


FIG. 5—SHOWING PERCENTAGE OF HOURS DONE
IN EACH TYPE OF COLLEGE

The writer, as stated elsewhere in this report, is fully cognizant of the fact that this is only a fact-finding study. Nevertheless, he dares at this point to insert some correspondence which he had in making up this report which he feels will be enlightening. It has to do with the question of the relation of failures to high or low standards. Stated tersely, it is this: Does a large percentage of failures indicate high standards and vice versa? To show that this is still a debatable question and one that it not yet wholly agreed upon, the writer is quoting two letters on the point from registrars. The first one is from the registrar in one of our strong State Teachers Colleges and the other two are from the registrars in some of our rigid academic institutions of higher learning. Both letters are typical of numerous ones coming in to the Secretary on this point. The letters follow:

LETTER I

"Enclosed find report for students at.....

"I understand that this report is to get some kind of a check on the work that is being done in secondary schools and perhaps sometimes is a reflection on these schools. However, it seems to me that a college or university which fails a large number of students is discredited about as much as secondary

schools. When the University of _____ fails forty to fifty per cent of its students and other large universities fail from forty to fifty per cent of their students, I think that the reflection is on the university or college. It seems to me that this is a matter that needs more attention than the work of the secondary schools. There is evidently poor teaching or something where so many students fail. This seems to be a good problem for the Southern Association of Colleges."

LETTER II

"I am attaching herewith the report on freshmen this year which I hope you will find satisfactory.

"Sometime within the past year, I read an article in an educational magazine giving comparative statistics which I presume were drawn from a record such as this. A number of us felt that this published article was hardly a fair statement of our situation. It showed that the number of failures we had were considerably less than those of a number of other institutions and the implication was that because of this our standards were lower. We feel that such an implication is somewhat misleading as our freshman class is selected almost entirely from the upper half of high school classes and as we choose these people from as many as six hundred to seven hundred applicants. The figures I mention would not be open to this objection if all institutions listed in them had exactly the same entrance requirements, not to mention similar courses of study. We have the feeling that some notation should be made differentiating from others any institution which may have entrance requirements which are different from those enforced in most institutions. This comes more as a suggestion than as a criticism and I trust that I do not seem unreasonable in making it."

ANSWER TO LETTER II

"Dear Registrar:

"Your letter concerning my report received. I am rather interested in the attitude you have assumed in this letter by feeling that a small percentage of failures represents inefficiency or low standards. Personally, I cannot agree with you entirely. On the other hand it might mean a carefully selected freshman class and a strong piece of personnel work with freshman students. For example, this year our freshman failures have been reduced nearly 50 per cent by the intensive work of a freshman adviser doing personnel work with the boys. Frankly, I felt that that was the situation in your institution.

"I am very glad you wrote me this splendid, frank letter. I am glad to get the attitude of men like you to my report. I agree with you that some notation ought to be made indicating that the freshman class is a selected group, rather than the general run of students that apply for entrance. I believe this is a suggestion that I can use in my next annual report.

"Again thanking you for your help, I am

"Very truly yours,

"JOSEPH ROEMER,

"Secretary to the Commission on Secondary Schools."

LETTER III.

"My Dear Professor Roemer:

"I thank you for your frank letter in response to my recent communication. I quite agreed with you that a large number of failures is often the result of other factors than low standards of admission. However, the fact that the article I referred to was called to my attention by a public school man with the implication that our standards might not be as high as some other institutions, tends to show that some people who are not as close to this problem as you and I may not always draw the right conclusion."

PRINCIPAL'S RECOMMENDATION

For several years there has been a feeling on the part of some of the principals of secondary schools that some distinction should be made between a passing grade and the grade required for recommendation for college entrance. Some principals have gone so far as to declare that the colleges should not accept students unless recommended by the principal, and if they do, that they should not be charged to them in the Report on College Freshman Grades. After a careful study of this problem by a special committee, a report was made on it. The full report is to be found in the 1926 Proceedings of the Association.

At the Jacksonville meeting of the Association, December 1927, this question was again raised and the writer was instructed to so arrange his forms and blanks in his report as to separate those "not recommended" by principal from the others and take them into consideration in his report. Consequently, in the lists of students sent to registrars a place was made for a check on whether each student was recommended or not by his principal for college entrance. As soon as the blanks began coming back, the writer saw that no data would be gathered of any moment. Most of the colleges simply never checked the column and stated that they either paid no attention to the recommendation of the principal or never had any to consider. Data are not available in most instances on which colleges may act. Excerpts from eight letters from registrars out of the host received, are quoted to show that it is not possible at present to get enough data on this point to draw any reliable conclusions. The excerpts follow:

LETTER I.

"We find in the second column of the blank that you sent us recently to fill out relative to the students enrolled in this college, the item 'recommended by the principal.' We are uncertain whether you mean by this a special recommendation by the principal of the high school, or whether you mean merely the principal's signature on an official transcript of the student's high school work, certifying that he is a graduate of that high school, and giving a complete list of the courses pursued. As a matter of fact, we have few direct personal recommendations from high school principals on students we have admitted."

LETTER II.

"I am not able to give you the information on all of the students concerning whether or not they have been recommended for college study by their principals. I have indicated in every possible case, however."

LETTER III.

"We have no recommendations from principals as to ability to carry college work. You understand, of course, that all students are recommended in a way by principals but there is no division upon the basis of ability."

LETTER IV.

"To be altogether frank with you, I have not checked the column 'recommended by principal.' This was not done simply because all of our printed application blanks have in them the statement, 'that she is recommended as able to carry forward college studies on the basis of her work done in this school as shown on the following page'."

LETTER V.

"In case a principal refuses to recommend a student we do not admit him at all. Some principals, however, simply pass by the question, 'Do you recommend this student?' In other words, some principals never recommend any student."

LETTER VI.

"Referring to Item 3 of your letter, concerning the separation of those students *who are* from those *who are not* recommended by their principal for college work, I will say that there seems to be no difference made in the certificates of credits submitted. It seems all were graduates and ready for college work, but no special recommendation or comment is made on the certificates.

"All students are enrolled in the one course here, that of Arts and Sciences."

LETTER VII.

"In sending in the report on our college freshmen, I did not make a report on the recommendation of the high school principal.

"The _____ College Entrance Certificate does not have a place on it for this recommendation, except in the case of the English course. Here the principal is asked to recommend the number of credits to be given, but he usually recommends the exact number of that school's affiliation."

LETTER VIII.

"In regard to paragraph 3 of your letter, let me say that it is impossible for us to give you the information in regard to whether students are recommended or are not recommended for college by the high school principals. This is true because according to the laws under which we operate we receive students for entrance at this institution who present graduation from an accredited high school and the graduation from an accredited high school assures the student entrance in any of the four state teachers colleges. Hence we have never collected data as to whether students are recommended or not."

SUMMARY OF FAILURES IN HIGHER INSTITUTIONS

The following conclusions may be drawn from these data:

1. That there is a wide range of difference in the percentages of failures occurring in the various Southern higher institutions.
2. That there is a wide range of difference in the percentages of freshmen failing in the various subjects in any one institution.
3. That there is a wide range of difference in the percentages of students that fail in one or more subjects in the various types of higher institutions.
4. That failures are fewer among teacher-training institutions than among the other four groups of higher institutions.
5. That the percentages of freshmen failures are greater among state universities than among the other four types of higher institutions.
6. That, within the several types of higher institutions, the range of the percentages of failures is greater among the private higher institutions and smallest among the teacher training institutions.
7. That practically one-half of the students in state universities and schools of technology; practically one-third in woman's colleges; and practically one-fourth in teacher training institutions fail one or more courses during the first quarter or first semester of their freshman year.
8. That the percentage of students failing in one or more subjects ranges among specific institutions from 5.1 per cent at the Sam Houston State Teachers College to 64.5 per cent at the Texas A. and M. College.
9. That if we rank types of higher institutions according to the percentages of semester hours failed, we have the following: universities 18.2 per cent; technological institutions 16.4 per cent; colleges 12.2 per cent; and teacher training institutions 6.5 per cent. If we arrange them according to the percentages of students failing one or more subjects we have the following: universities 45.5 per cent; schools of technology 45.4 per cent; colleges 33.2 per cent; and teacher training institutions 23.5 per cent.

10. That there is a divergence of opinion as to the correlation between the percentages of failures by higher institutions and the matter of high or low standards.

11. That the matter of the higher institutions recognizing the recommendations of the high school principals in accepting freshmen students is so unsettled that at present it is impossible to make a statistical study of its influence or to judge of the accuracy of the principals' opinions. Apparently the secondary and higher institutions need to come to some working basis on this problem.

12. That institutions accredited by the Southern Association have a much higher percentage of failures than do the non-accredited institutions within the territory with the exception of the teacher training institutions.

13. In 1926 the North Central Association made its first triennial report on "The Success of High School Graduates." Its second report is now under way. The first report made may be found in Volume I, Number 2, The North Central Quarterly, pages 190 to 220. A comparison of the two reports shows that the conclusions are practically identical. The writer wishes to call attention to the fact that failures in the Southern Association are very much higher than in the North Central Association. The following table shows the facts:

TABLE XXXI.

Showing a Comparison of Percentages of Semester Hours Failed by the Two Regional Standardizing Agencies.

<i>Type of Higher Institution</i>	N. C. A. 1925	S. A. 1927
State universities and state colleges.....	10.5	17.6
Junior colleges	9.9	12.3
Private colleges and universities.....	8.4	14.1
Teacher training institutions.....	5.4	6.5
Total	8.6	14.5

14. That there seems to be no scientific basis used by the higher institutions, as a rule, in marking their students.

15. That the matter of marks assigned students in higher institutions is evidently, as a rule, left entirely to the personal opinion of the instructors.

16. That there is a large element of truth in the contention of secondary school men that marking is on so unscientific a basis, and is so lacking in uniformity among the higher institutions, that the percentage of failures a secondary school has credited against it in this report is determined very largely by the type of higher institutions and the particular college which its graduates chance to select for their higher education.

17. These same conclusions were drawn from the other three reports. Except for a few minor differences the same findings for the last four reports are the same.

18. Reference to the report of the North Central Association for 1926 shows that the problems of "high school failures" and "college marks" are not peculiar to the Southern Association but are perhaps universal in scope and application.

PART V.

Papers and Addresses

PRESIDENTIAL ADDRESS

SOME COLLEGE PROBLEMS FROM ANOTHER VIEWPOINT

H. M. Ivy, Meridian, Miss.

The problems pertaining to the colleges of our country have been so ably presented by my predecessors, and by numerous other able gentlemen who have appeared on our programs from time to time, that it may be quite presumptuous for me, who has been only a watchful observer, to have anything to say, but I shall try to present some of these familiar problems from a somewhat different viewpoint.

ATHLETICS

As Dean Jack said in his Fraternal Address to the North Central Association last March, this Association has settled the problem of Athletics some five or six times as it pertains to the colleges. I desire to point out that each of these solutions failed for numerous reasons, one of them being that, so far as I have been able to ascertain, no attempt was made to secure the cooperation of the secondary schools in the program set up. The development of the program of Athletics in the secondary schools of our country has made them bear the same relationship to college athletics that the so-called "bush leagues" bear to the great business organizations that control baseball in our country. The secondary schools have not introduced Athletics with the direct intention of producing stars for the college teams, but such has quickly become the case. I had the privilege some years ago of training the first high school football team in the State of Mississippi. On looking around for an opponent it was necessary to give another coach four weeks' time in which to get a team ready to play, but today every high school in that State that enrolls as many as eleven boys boasts its football prowess, and the State Champion was recently declared, after an elaborate series of inter-school and inter-district contests. The alumni of every college (except those for girls) have scouted these teams much more thoroughly than the "big league" agents scout the "bush" baseball teams. High school coaches, principals and superintendents have been led aside and confidentially queried as to whether or not a certain player could "make good" in college Athletics. The secondary school man is but human, and it makes his heart thrill with pride that representatives of his institution are being sought far and wide by the "alma maters" represented in his community. The thrill is short-lived, however, when he recalls that the winners of the State Debate rouse no interest on the part of the law schools; that the winner of the State Contest in Biology was not sought by any medical institution; that the student who ranked head and shoulders above others in the State Contest in Latin, or Mathematics, or History, did not receive from any source the tender of a scholarship that would pay so much as a part of his tuition; yet it is common knowledge, that the boy who makes the mythical "all-state" team is frequently quite worried over which is the "better proposition" of the several extended him to attend institutions in which quite frequently his natural educational tendencies would make him far more a liability than an asset.

What is the proper ethical attitude for the secondary school man to take in this matter? A star athlete is offered all of his expenses to attend a certain college. Should the secondary school man warn the boy of the pitfalls attendant upon the apparently fascinating course laid out before him, or should he

assist him in securing the "athletic scholarship"? Many of our graduates cannot get through college unless they utilize their athletic ability. To whom is my duty paramount? To the graduate of my school, or to (shall I say?) an illusory situation, more or less ideal, that the first function of a college education is something other than producing a winning team?

Another vexing problem to the secondary school man in his attempt to properly advise the graduates of his institution as to where to go to secure the proper college training is the interpretation of Standard No. 16. When is a college or school giving "undue place" to or "chief emphasis" upon Athletics? How far should an institution go in attempting to control gambling, drinking, and general rowdiness, on the occasion of inter-school and college contests?

Are we going to be compelled to shift away from some of our former ideas and ideals with reference to the relationship between the Athletic program of a school or college and the rest of its program?

Do we not need a joint committee from the colleges and secondary schools to approach this matter from a distinctly scientific viewpoint and determine for us the objectives and consequent treatment of the problem?

WHO SHOULD GO TO COLLEGE?

In asking this question I know that it implies that there are some who should not go to college. I believe all in this presence would accept that dictum without question. I believe, further, that the question can be answered in a few words. Only those should go to college who can profit by college training. But this raises the further question: Who can profit by college training? Prof. Richardson, of Dartmouth, told us last year that this resolved itself into the question of how to admit the worthy and exclude the unduly stupid, the lazy, and the unambitious. Roughly this implies that those who go to college fall into two distinct groups which, fortunately or unfortunately, is not the case.

I would like to suggest that the best way to exclude the unduly stupid, the lazy, and the un-ambitious, is to remove from them their desire to attend college. To do this it is going to be necessary to change the present day forms of advertising by which the colleges draw the recruits from this group. Many of these boys and girls like to bask in the light of reflected brilliance. A winning football team, or an enormous enrollment, draws them to an institution, and causes, in their own estimation, each of them to be correspondingly great, although their own achievements are nil.

The prominence given to Athletics is leaving the impression in the minds of entirely too great a number of our secondary boys and girls that the main function of a college education is to shine through such reflected glory.

The second most frequent form of advertising given to our colleges is the fraternity social life, with stories of which the secondary boy or girl is regaled on every occasion, both by the society notes in the papers, the college annuals, and by word of mouth. Many of our boys and girls get the idea that the time not taken up in athletic contests in college is given over to various fraternity escapades and social affairs. It is not the exception for a boy or girl to stay in college just long enough to "make" a fraternity or a sorority, then drop out early in his college course entirely well pleased with his "college education".

A third form of advertising is one of which we are all guilty. Even the Federal Bureau of Education has assisted us in encouraging the "man in the street" in thinking that the main reason for securing a college education is to enable the recipient thereof to make a living without work, or at least to make a better living with less work than he would have had to do otherwise.

It seems that this idea is largely responsible for the "get by" attitude not only in the secondary school but also in the college.

Now that we have excluded the unduly stupid, the lazy, and the un-ambitious, let us start ways and means of admitting the worthy. The ways that have been suggested for achieving this desirable object are examinations, both achievement and intelligence, marks, and the principal's recommendation. To what extent can these methods be depended upon? The studies of Lincoln, Batley, Wood, and numerous others, are in agreement that a pupil who achieves high marks in a secondary school will in all probability achieve correspondingly high marks in college. I mention marks first, because they are generally taken as the best evidence of success in college. The studies referred to are statistical and scientific, but can the secondary school man make them work in the situation with which he is confronted? In each of the studies referred to there are more than thirty cases available, and groups were compared, in which the central tendency was found, the standard deviation arrived at, and the correlations determined. Now, as we know, every statistician safeguards his findings by stating what the *probable* indications are, and in this he shows his good judgment. From these studies we may conclude that the *probable* indications are that of the entire group of secondary pupils who go to college the tendency is that those who do above average work in the secondary school do above average work in the college. The general agreement is that if there were less than thirty cases to be considered in a correlation the results are extremely unreliable, and the fewer the cases the more unreliable are the conclusions based thereon. Consequently when Jim Jones, who may be quite a case in himself, but after all is only *one*, desires to enter college, it seems that the secondary school man, or Chairman of the College Committee on Entrance Credits, is assuming an altogether unwarranted position when he refuses to recommend Jim to college on the one hand, or to permit him to enter college on the other, because the average mark made in the subjects he took in the secondary school is 75% of something or other, rather than 80% of something or other.

To fall back on the use of entrance examinations would be to adopt an almost discarded means of determining ones fitness to do college work. Scientific studies have indicated that it is unsatisfactory as a method because the high school record is more reliable. Not only on account of its unreliability but because of the amount of labor, and many attendant complications, such a system is not desirable.

Is the principal's estimate as to who should go to college either fair or reliable? I do not think so. It is unfair because the principal should not be called upon to discriminate between those upon whom he has already placed his stamp of approval in recommending that they receive a diploma from his institution. It is unfair to the principal in the small high school, because in many instances he knows too many extraneous things with reference to his pupils; and it is unfair to the principal of the large high school because he knows too little about his pupils. His recommendation is unreliable, also, because he is not omniscient. Any principal who has been "on the job" for any length of time can call to mind concrete instances that will prove his judgment so unreliable as to cause him to recommend, without exception, all who graduate from his school.

Let me raise again the question, Who are the worthy? This depends not only upon the student but upon the type of institution which he enters, or the type of course within the same institution which he selects. It is too frequently the case that we condemn the boy or girl who does not fit into a given situation and successfully accomplish its demands. Many such boys and girls would be successful in some other institution, or in some other course, and they should be accorded every opportunity for "finding themselves". Each type of educa-

tion, whether academic, technical, professional, the teachers' college, the junior college, or the secondary school, has its contribution to make to the welfare of society, and should be honored in accordance with the way it lives up to its responsibilities. The time has gone when any educational institution, or any department in an educational institution, can elevate itself to the aristocracy and consider all who do not come within its particular influence condemned to the realm of the educational proletariat. This differentiation should be provided for in the secondary schools as well as in the orientation courses of the colleges, to the end that we may train those who propose to enter college to select the institution that can contribute most to their development rather than for the many other reasons now entering into such choices. The expansion of secondary school facilities is feeding the colleges and cannot be stopped without radical steps, which all of us would be loath to take. It can be done, but none of us are willing to do it.

TEACHER TRAINING

One of the anomalous situations that have confronted the secondary school men in the Southern Association is now being in part relieved through the standardization and admission to membership of teacher training colleges. Until very recently the sources from which we could draw our teachers were limited to other than institutions organized for the specific purpose of training teachers. The teachers with whom we had to man our secondary schools have been drawn from institutions who either gave no attention whatever to preparing teachers, or else made it a very small "sideline". This situation has caused us a rapid turnover in our teaching force, and a non-professional attitude toward the work, particularly of the high schools, due to the fact that such a large percentage of our teachers were women. Many of the men who went into the field of the secondary school did so because they fell short of meeting the demands made by other professions and business. There have been available probably ten young women with the training demanded by the requirements of the Secondary Commission of this Association for high school teaching positions to every one worth-while young man of equal qualifications, and the available man in many instances was one of the discards referred to above. With the coming of the teachers' college into our membership we shall probably see a great improvement in the personnel of the teaching force in our secondary schools. They will not only be trained in the subject matter, with which they are now expected to be familiar, but they will also recognize the professional problems and strive to solve them. The responsibility for the selection of the personnel of the schools and colleges of this country lies upon those of us engaged in this work. We stand at the source of the supply of brains, ability and personality, and should exert a continual influence over capable young men and women to direct them into the fields of education. Too long have we directed this stream into other vocations than our own. Too long have we decried education, and maximized the attractions in other lines of work. With production and distribution in the business world becoming continually more highly organized, a smaller number of individuals with brains and personality will be needed, whereas there are almost unlimited opportunities for the use of similar individuals in the lines of endeavor in which we are working.

The schools and colleges must again reassert their leadership in forming the ideals, developing the character, and marking out, roughly, the lines of development in this country. The success of education in a democracy depends upon having its affairs in the hands of the most able and best trained men and women, and to this end our Association directs its every effort.

THE CONTENT OF SCHOOL ENGLISH¹CHARLES S. PENDLETON, *George Peabody College for Teachers*

THE OBJECTIVES OF HIGH SCHOOL ENGLISH

ENGLISH A SOCIAL SUBJECT

English is the vernacular of America, the established language of daily intercourse throughout the nation. Practically every child hears it in his home from his babyhood onward; every individual employs it every day throughout his life. English is, therefore, not a peculiar property of the school, to be inculcated nowhere else. Life itself teaches language every day. The school, instead of chiefly originating materials, for the most part supplements and refines what has been, after a fashion, learned outside.

Because this is true, English as a school subject depends regarding its content more than does any other school subject on the cultural attainments of each community in which it is to be taught. Furthermore, in its bearing on individual young people, it is conditioned by the cultural attainments of each home. Communities made up of homes differing widely in culture need both an English curriculum content and a technique of teaching flexible and varied enough to bear on the children coming from all homes, leaving no child unprofitably instructed in school because of a great gap, which he cannot bridge, between the degree of literary culture gained from his home and the instruction that the school proffers.

THE GOALS OF SCHOOL ENGLISH

The aim of school English is to develop in each young person, supplementing what the home and the community have given him: (1) the ability to *speak* readily and accurately in conversation and perhaps also in various forms of oral public address; (2) the ability to *write* readily and accurately the communications and other written productions that are appropriate to his contacts with the world round about him; (3) the attainment of effective physical and mental habits of *reading*, both for information, for the various purposes of business and social life, and for personal pleasure, refinement, and self-development as a lifelong leisure-time occupation; (4) the ability to *audit* conversation or other spoken language, in order to enjoy it and to assimilate its ideas; (5) the possession of some organized, usable knowledge of essential facts regarding the nature and structure of the English language—facts which reinforce efficient habits of usage and serve to give one the ability to analyze and therefore better criticize and enjoy both one's own use of language and the language usage of other speakers or writers; (6) the possession of a considerable amount of knowledge about established writers and their writings; (7) enjoyment and, if attainable, appreciation of literary excellence; and (8) some familiarity, to serve as a guide to further reading, with a rather wide range of current newspapers, periodicals, and works of reference. It would be possible, by a somewhat less specific classification, to reduce these eight goals to six in number; and six, rather than eight, fields of English should be set forth in the body of a curriculum.

ENGLISH IS A CONTINUOUS SUBJECT

The foregoing objectives of school English are not the goals of high-school English only. They are aimed at in the elementary school and also in the college. The actual attaining of some of them is not achieved by many individual

¹A paper read at the convention of the Association of Colleges and Secondary Schools of the Southern States, Fort Worth, Texas, December 6, 1928, as a preliminary report from the Committee on High School English Content.

students before maturity; not even the college instills them fully. The undertaking of the high school is to continue the development of each individual from the point at which the elementary school left him and to push the development forward as far as possible. Some individual will be graduated into college, others into the realm of nonscholastic adult life. After the high school, the college or the non-scholastic world will continue the edvelopment, beginning with each individual just where the high school left off.

Probably at no point in the entire range of schooling will any two individual students be quite equal in their attainments. And in spite of the best grading the schools can effect, there will be, at any point in the range, great differences in ability which the teacher must contend with. Each student must be taught. Wherever he stands, in development, the school must go, to lay hold of him and from there lead him onward. A curriculum is a general guide, not a Procrustean bed on which all the students of a school grade are forced to lie, whether they fit it or not. The skillful teacher will always realize that, without departing far or permanently from the general guide, it is possible to turn aside for the benefit of those who are best helped by variation.

NO ONE PHASE CAN BE QUITE COMPLETED

In general, pupils should come from the elementary school having attained a good deal of proficiency in all the phases of school English. It is not to be expected that they will have mastered completely any one phase. Their immaturity conditions them. As they advance toward maturity, they will grow into a grasp of the various aspects and meanings of life itself. It should not be expected that certain curriculum materials can be presented to young people once and for all at any one time and in any one grade of the school, so that they will for ever after be held in mind and will become fixed in habits that require no further encouragement from teachers. The curriculum and the instruction based on it must be cumulative. In each school grade there should be noticing, bringing together, and drilling on facts and habits which were stressed in the earlier grades. The major objective of the truly efficient school is that each pupil enrolled shall be steadily and continuously developed, not that stated curriculum materials shall be presented in stated grades, whether the pupils are ready for them or not, and thereafter neglected in school on the assumption that they were once taught, or at any rate should have been taught, and therefore are not the concern of later teachers. If the pupil, at any stage of his schooling, does not have certain abilities which the curriculum states as desirable, this fact is the immediate concern of every teacher who deals with him until ultimately the desired abilities are securely fixed in his growing self. The high school may expect from the elementary school certain contributions to each pupil. An effort should be made, in a curriculum, to state these specifically. If, however, the high school does not find them inculcated in any particular pupil whom it receives, it must itself begin with such a pupil at the point which he has actually reached, not the point which theoretically he should have reached but actually did not.

THE COLLEGE SHOULD NOT BE OVERBURDENED

Precisely the same relationship exists between the high school and the college. Regarding every young person instructed, education must be continuous. The college must take him where the high school leaves him; otherwise there will be a gap in his development which will never be bridged. Because of his increasing general maturity, the college has opportunities for developing in him, in the field of language and literature, degrees of accomplishment that the lower schools cannot give, because he is not far enough advanced in self-realization and self-mastery to receive them in these earlier years. Owing to this great opportunity offered the college, it is highly desirable that the high

school shall not leave for it to do the heavy work of instilling attitudes, habits, and knowledge which could just as well, in an efficient school system, have been inculcated earlier. The burden of obligation for these justly rests on the high school and the elementary school.

THE HIGH SCHOOL SHOULD FINISH ITS TASK

For another reason also it is very desirable that the high school should not regularly leave for future education to accomplish any of the things which are really essential in efficient living. Many young people do not go on to college. What the high school gives them is their final school training. What it omits to instill they may never learn, or, if they do, will gain not through kindly school methods and consideration, but through brutal handling by the business and social world of adults. The high school should regard itself as a finishing school. It should round out and complete its educational undertakings, not assume (although this will often happen) that a higher schooling is to follow.

COLLEGE ENTRANCE EXACTS NO PECULIAR ATTAINMENTS

The same training in English that prepares a youth for efficient living in the world of adults will train him equally well for entrance into college. The latter requires, essentially, no specific new materials, although for convenience, for general guidance, and for the purposes of standardization specific curriculum materials to be mastered in high school may happen to be stated as college-entrance requirements. It is essentially sufficient for at least the beginning of success in college that a youth be able to speak and write so as to express ideas adequately, without glaring faults of accuracy of statement, of organization of ideas, or of conventional or organic language form, and that he shall have read a good deal, including some universally known literature, and shall have established efficient physical and mental habits of reading. In essence, whatever may happen to be published as "requirements," probably no college really intends to demand more of its beginning students than these qualities, or is satisfied with substitutions for them. If the high school does well the work expected of it as an efficient social-service institution, it will have no particular problem, in general, regarding college-entrance preparation.

SHALL THE COLLEGE REPEAT EARLIER TEACHING?

In college English, however, the tasks belonging mainly to the high school or even to the elementary school may not be considered done and therefore be altogether neglected. Even well-established habits must be kept continuously in practice, or they will be lost. Reviews will always be necessary. Furthermore, the increased maturity of the students permits them now to see old materials in a new light; what seems to be repetition is not really so. The same curriculum materials which were presented in elementary school and again in high school may be reexamined in college. The materials are the same, but because the young people have themselves acquired a greater degree of maturity, now having a larger horizon in life and a more accurate perception of their personal needs and of general social values, there will be not really repetition, in a true sense, but the presenting of old materials to new persons, who now for perhaps the first time can really perceive the values inherent in them.

THE ESSENCE OF REVIEWS

When old materials are re-presented, however, it is a principle of good teaching that they shall be adjusted in appeal and applicability to the new, high level which the students addressed have recently attained. If the old materials are merely dealt out on the old level, the young people will be quickly wearied, will consequently give them little attention, and will not grasp them in the new meaning which more skillful teaching would have put foremost.

This statement is true not only of repetitions of materials in co-ordinating high school and college, but also in the relations of high school to elementary school and even in the repetitions given in the various years of the high school itself.

REVIEWING THE FACTS OF LANGUAGE

The particular bearing of this principle on the *facts of language* should perhaps especially be pointed out. It is indisputably true that a general, organized, scientific survey of the facts of the English language is not very significant to undeveloped children, yet is, on the other hand, valuable and interesting to a cultured, highly developed adult. If it is presented to young pupils, experience shows us that the time is rather unprofitably spent. Toward the beginning of his development an individual can be taught most profitably by a use of the concrete, by practice in doing ever better the actions which belong naturally to his sphere of life at the stage of growth he has then reached. Practice accompanied by constant criticism and encouragement, but criticism which does not attempt too great generalization and abstraction, is the best procedure for developing young people toward a mastery of the use of language. And as they grow, this practice must be continued, though always expanding, of course, to set them to work anew at an ever higher level of personal experience and capacity. Nevertheless, even from the first of a child's schooling, facts of language—sheer knowledge—must be inculcated. He can at first make little of them, not because they themselves are not of great significance and of widespread bearing, but because he as yet has little to put into them. But as he grows, if the repetitions and the new materials of the kind are skillfully presented so as to strike his newly attained level the materials will take on a growing significance. On the other hand, if facts of language are merely drilled upon, kept ever at the same level of appeal, the pupil will soon be wearied, will soon cease to give them his interested attention, and will spend unprofitably the school time devoted to an effort to instill them. Through the elementary school, through the high school, and through the college, the instilling of facts about the English language should continue; but it will be largely a waste of time unless it begins sparingly and simply and attempts a highly organized, systematic survey only when the students are well advanced toward adulthood.

LANGUAGE IS MASTERED ONLY LATE

The college is mistaken if it expects a mastery of the facts of language to be "a closed book" in the development of the young people it receives from the high school. Mastery of language is attained late, rather than early. It should be sought as a major objective of the college, not relegated to an inferior place and overshadowed by the study of literature. Even the elimination of errors of spoken and written form cannot well be altogether completed, though of course it must be dealt with earnestly, by instruction in the high school. A portion of this undertaking is conditioned by the students' general immaturity, and cannot be completed, as a rule, within the high-school years. This statement requires specific expansion, which should be given in the body of a curriculum; it must not be taken as justifying inadequacy in the high school in the elimination of errors which can well be done away with there.

ENGLISH A CONSTRUCTIVE SUBJECT

A final topic in the statement of the objectives in instruction in English is that the subject should be essentially constructive, not merely corrective.

YET CORRECTION IS IN ITS ESSENCE

In the very nature of English as a social subject, however, lies the task of incorporating in it a great deal of correction. Young people speak and write English more outside the school than in it; they hear their parents, their

families, their friends, their neighbors, and other persons whom perhaps they admire and are influenced by use the vernacular for the ordinary purposes of life. Often their standards are determined by this usage of English out of school much more than by what teachers and school textbooks tell them and perhaps require them to practice within the walls of the schoolroom. The influence of the environment is not likely to be toward conventionally and structurally correct language, though it will be toward at least crude efficiency in the employment of language for social communication. Consequently teachers of English will often come to consider their chief work to be the destruction, often by severe methods, of wrong linguistic habits.

Similarly a taste for pitifully inferior literature, or perhaps a habit of doing no reading at all, will be established in children through the influence of family or community. And the task of the school will seem to many teachers to be the uprooting of these notions rather than essentially the building of new and better tastes and habits.

MERELY TEARING DOWN IS INEFFECTIVE TEACHING

No school subject can be very successful that consists chiefly in finding fault. People, young or old, do not enjoy having fault found with them—at least, not day in and day out. They shrink from the occasion which causes it; they protect themselves as well as they can. If they can run away or stay away—that is, if physical absence can actually be brought about—they will resort to this. But if this protection cannot be had, it is quite possible for most human beings to be, under compulsion, physically present at the place of persistent nagging and faultfinding, and yet in mind and spirit far, far away. So it is with children and the school which mainly finds fault. The flaws it sees may be there—indeed, probably are there; but its prevailing attitude largely defeats its efforts to teach. It is often a shock to good teachers of English to hear (perhaps overhear) students not their own denounce English roundly as the least profitable and the least liked subject in the school. Perhaps on most such occasions, if the truth could be learned, the subject is being taught destructively. No teaching can be, according to modern standards, admirable and successful which does not enlist the cooperation of the students; and this cooperation cannot be had by a program which consists chiefly of finding fault.

The curriculum of English should be constructive. Although this subject more than any other taught in school has to make its way against wrong attitudes and habits implanted by the low standards of commonplace society; yet if it persistently and attractively builds better attitudes and habits it will ultimately starve out these others. The best will prevail, and the inferior will be starved out incidentally. The curriculum of high-school English should, therefore, not be stated chiefly, nor the practice of teaching be conducted chiefly, in terms of faults to be eradicated.

ARBITRARINESS IS DESTRUCTIVE

One phase of constructiveness in teaching English consists of being less arbitrary than teachers and curricula of English have sometimes been wont to be regarding debatable matters of language and matters of literary criticism. The knowledge and the judgment of young people will often be wrong, but they are not always wrong, not even when they differ from the statements made by some "authority" in book. A thoughtful, honest bit of usage or of criticism should often be accepted, even if not conventional. The pupil may change his mind later, or perhaps his insight is good, and he may be right. Both language and literature are alive; they are constantly changing. Many narrow, arbitrary statements about them are in print, but often these are being superseded by the progressive thought of liberal men and women of culture,

and some few never were true, but are the unfounded opinions of arbitrary writers. Much faultfinding in English classes does not point out real faults at all, but is dictated by whims or by differences in taste. A more constructive attitude would have passed it by, at least for the time being. Pupils would have grown more if they had been encouraged to be venturesome.

WHAT A CURRICULUM CONTAINS

The curriculum of English should state the materials which, in each school grade, should be studied, used, and criticized by the pupils to promote their wholesome development. It should, further, suggest to teachers how these materials may best be presented and employed for educational purposes. It should, thirdly, state clearly both for the teachers and for the pupils the goals to be aimed at, not only in each phase of English in general, but also in each phase of English in each school grade. Fourthly, it should provide for variations from the norm, both so that the curriculum as a whole can be adapted to schools of many different kinds and sizes and in various communities and so that, in any one school, each pupil may receive the instruction and stimulus he personally needs to supplement what English he already has, even if no other pupil needs precisely the same things. Fifthly, the curriculum should provide or suggest tests and examinations which will serve to standardize the product of high schools and the schools themselves, yet will not stultify either pupils or schools and will not force upon communities types of schools not best suited to them.

WHAT ENGLISH IS—A SOCIAL TOOL SUBJECT

English as a school subject should, in the light of modern education, be defined as an instrument of social intercommunication. The schools serve the public welfare. It is their task and high privilege to develop the young people of the nation to the highest plane of personal worth each has it in him to reach during the years of his immaturity and to pass them on into adulthood well equipped for the responsibilities of productive life. This is the service of public education to the individual. To no child in America is this service denied. From the point of view strictly of government and national well-being, the schools develop all young people toward wise, thoughtful citizenship—participation in the deliberations which determine national welfare. In both the private and the public aspects of education, English, the subject which leads to a mastery of exchange of ideas, is the most critical in the school. It is paramount in importance. It is the dominant school subject, receiving in all grades of school and college more program time and being set forward more firmly as an unescapable requirement for all students than any other school subject.

There are other definitions of English, some of them very narrow; but the elementary school and high school at least, and probably the college also, ought to brush them all aside. If English is only a narrow subject—such as, for instance, a study of formal grammar plus a study of selected literary classics—it has no right, in a crowded general school curriculum, to as much emphasis and program time as it now receives.

A DYNAMIC SUBJECT

Free, accurate communication of one person with another lies at the heart of private and public efficiency. English is the school subject which is responsible for developing this art. It is a dynamic art, a thing of action and of use, not mainly a storing up of memorized facts. The proof of mastery of English is what it can *do*, its capacity for effecting desired accomplishment.

SIX FIELDS

English, the mastery of communication between persons by means of words, comprises four fields of activity and two of accurate, organized knowledge underlying the activities. In other words, it is both an art and a science—an art in four fields and a science in two, grasping and organizing the fundamentals basic to all four fields of linguistic art. The four fields of activity are speech, writing, reading, and listening, or auditing—the receiving and assimilating of the spoken word. The first of the two fields of science is a knowledge of language—the various phases of which deal with facts involved in speech, writing, reading, and auditing, and also the nature and history of the English language, detached from problems of immediate use. The second of the fields of science comprises knowledge of literature, its authors, and its essential qualities.

ENGLISH A WIDE AND PERVASIVE SUBJECT

English, in the conception here presented, is a very wide subject—in fact, in some aspects an all-embracing subject; for in the school English has not only a field of its own, but also, because it deals with the tool used for nearly all communications of ideas, a pervasive relationship with all other subjects. Probably no one can tell where English, in this sense, leaves off. One of the perennial, unsolved problems of the school world is: How should English be taught, or at least safeguarded, in the school classes in other subjects?

In this wide sense English is everywhere in the school, touching all expression uttered by means of words. Indeed, certain educators, noticing this fact, have in the past suggested that it be abolished as a separate subject and instead be taught systematically as a part of all subjects. The flaw in this plan is that it neglects English as a particular, not a general, field; there are many topics in the subject as it stands that would be presented nowhere if English were placed altogether in an incidental position.

ENGLISH NOT LITERARY ONLY

The fact is to be carefully noted that English is, in the current-day conception, not limited to be merely a literary study. There was a time when it was chiefly, if not altogether, literary, both in the reading and in the writing it expected of students. The present social-service conception has, however, without crowding out established literature—"masterpieces," or even, altogether, student writings with great literary pretensions—the "themes" of by-gone days, brought in a wealth of new English materials of non-literary sorts. Nowadays the study of literary classics constitutes only a portion of the reading done. Reading for information is solidly established, in various aspects. Speech, almost wholly unliterary, has been introduced and is now steadily growing in educational effectiveness, some phases being among the most popular and, possibly, the most productive activities of the school.

The writings expected of students are also becoming increasingly non-literary in character and more and more the kind that people commonly use in written communications with each other. The entire subject has undergone, and is undergoing, a transition. This is occurring, however, without seriously sacrificing literary values which in the past were found educationally profitable.

COLLOQUIAL LANGUAGE IS APPROVED

There is a transition occurring also in the attitude toward language. It is not only that, in the spirit of modern education, the *use* of language is being emphasized, but also that the ever-changing and developing English speech is being viewed more progressively. A living language is always changing. Individuals, or the schools, may at any given time vary in attitude toward this change, from extreme conservatism to extreme radicalism or to any stages in between. The school curriculum of the present is not radical, but is less con-

servative toward changes in "good English" than it was once. In general, a more colloquial vernacular than formerly is being taught. Young people are learning that the school approves, not only of formal literary language, as formerly, but also of colloquial speech such as one careful, accurate adult would use informally to another. The schools are coming nearer to the people. The English of the schoolroom is much less stilted than it was.

STANDARDS BROADENED, BUT NOT LOWERED

The changes stated do not imply, as some conservatives might fear, a lowering of standards. They embody a broadening of the school undertaking, but not a lowering of its ambitions and accomplishments. This may be stated in other words as follows: The student population of schools and colleges, being inclusive now of the children of the whole American nation, is more diverse in type and in family and community background than ever before. Some are of the types that formerly went through high school and college, but many are not. The courses of study and the art of teaching have been broadened so as to include facilities to develop these types of young people formerly not dealt with. At the same time, facilities to care for individual differences in students are being seriously and thoughtfully devised. Students typical of the former population of schools and colleges now receive fully as good and about as much instruction in the comparatively narrow fields which formerly were the only ones offered as they ever would have received. But a much wider range of subject matter and teaching is also brought to bear upon them, from which they receive added benefit. This new wide range is not inferior, except in traditional standing; it calls forth the best abilities young people have. It appeals, however, also to types of students formerly not in attendance. It is, in general, without being utilitarian in a bad sense, of much more direct and immediate social usefulness than the former materials and teaching in the schools. No student, whether he belong to the older type or the newer, receives less than the full degree of development he has it in him to take.

THE STRUCTURAL DIVISIONS OF A COURSE OF STUDY IN ENGLISH

From the beginning of the elementary school to the end of the college, a stretch of some sixteen years in young people's development, six structural divisions of English should be continuously extended.

All six should be, to at least some degree, bearing on each pupil throughout these critical sixteen years of his growth. Probably, however, they are not of equal importance, either to any individual pupil at a particular stage of his development or to linguistic education in general. In program time they should not be allotted the same number of hours. But the proportions of this allotment will vary, in the different school grades, and in the course of the sixteen of these perhaps every one of the six structural phases of English will at some time receive the major emphasis.

SIX PARALLEL, INTERRELATED, SUBDIVIDED COURSES

The six main structural divisions of English are themselves variously subdivided. The specific types of undertaking comprised in each and the detailed curriculum materials included in each such type should be stated in the body of a course of study.

These six continuous divisions of school English, which are to be incorporated into each stage of education, are as follows:

- (1) The development of a skillful employment of Spoken English;
- (2) The development of a skillful employment of Written English;
- (3) The development of effective habits, attitudes, and tastes in Reading;

(4) The development of socially valuable habits and attitudes in Auditing the spoken words of others;

(5) The building up of a dependable, well-organized body of Knowledge of the essential facts about the nature and structure of the English language;

(6) The building up of a dependable, well-organized body of Knowledge of valuable facts, which will serve one well in adulthood, about established literature and its authors and about the books and periodicals which are available for reading in order to obtain information.

ASSEMBLING SPECIFIC MATERIALS IN EACH STRUCTURAL LINE

After the structural lines of a school course in English have been determined, the next step is to assemble the manifold materials available for educational purposes in each structural line of the course and to plan in detail the study and other activities which pupils will perform in connection with these. This is the body of details constituting the curriculum. In bulk it is by far the greatest portion. And it, not the general principles, is the part of the curriculum which, at any one time, bears directly upon the pupils.

The present paper does not discuss these specific materials. Assembling them is not altogether easy; it is conditioned by various factors of time, worth, attractiveness, and feasibility. There is, however, a vast store to choose from, for teachers and textbook makers have, in the past, devised an almost limitless wealth of specific things to learn and things to do, and inventiveness is still rife. Furthermore, many materials have been well tested by time and repeated and various usage.

Filling in the details is distinctly subordinate to establishing the main outlines of a curriculum. Unless the latter great task is first satisfactorily done, the assembly of specific materials, however attractive these may be in themselves, will fail in the large, in educational effectiveness. The present undertaking is to establish general lines of endeavor in school English rather than to complete a course of study, including the assembling and fitting of all the necessary particular items into the outline, so as to exhibit an expansive, immediately usable curriculum. This latter task follows logically as another undertaking.

THE GRADING OF A COURSE IN ENGLISH

When the structural lines have been set up and a great store of specific materials fitting into these have been brought together, curriculum making proceeds next to distribute into the various school grades, and into portions of the school year in each grade, the particular materials which have been assembled in each of the parallel structural divisions of the course of study.

Sometimes, indeed, there is interrelationship between these parallel divisions. Certain knowledges and activities will serve more broadly than in one line only. Nevertheless, in planning the course, the various large endeavors must be kept in mind separately. Otherwise the requisite progression in each might be neglected.

THE PSYCHOLOGY OF YOUTH—SOCIAL VALUES

Various principles operate in the grading of materials. There must be, in the first place, a careful adjustment to the known facts in the psychology and the other basal characteristics of youth at different stages of growth. Materials are often ineffective in school, not because they are not in themselves good, but because they are placed in the wrong school grades. Secondly, there must be attention to the social usefulness and value of various materials. Not all curriculum materials are of equal value. In general, the distribution in school should be so arranged that every child will receive a well-rounded development in all the six structural lines of school English which will make him then

and there the best individual and citizen he can become at each stage of his growth. Teaching should aim at the future, but as far as possible should not aim at the future only, but also at the present. The best education is had from a child's being an active, efficient participator in life from day to day and year to year as he grows up. Personal worth and valuable citizenship are not things of a far-off future, but of each day and year. This requires much careful analysis, in curriculum making, so as to build consistently and continuously in social values.

REPETITION AND DRILL

The repetition of material must be carefully worked out. There are several phases of this problem. One is the determination of what materials are worth repetition; a related one is the ascertaining of how much repetition need be given each item; another is the placing of repetition advantageously, not only with reference to the choice of school grades, but also in regard to the environment materials in the vicinity of which it is set, so that there will not be monotony, with a consequent lack of interest and attention. A further phase, hardly less perplexing than the others, is the providing of optional drill materials, to be used not by all pupils but only by those who need them.

CURRICULUM MAKING IS CONTINUOUS

An attempt to discuss grading exhaustively is not made here. There are other factors entering in. In the last analysis, any curriculum must, with reference to its grading, be put forward tentatively and subject to experimental verification and readjustment. A rather arbitrary beginning can be made, but this first form should not be expected to stand as a bulwark resisting change in the light of the experience of teachers.

In fact, there ought to be, in a governing organization, a continuous committee on curriculum, whose reports, based on the careful collecting of the results of teaching, would modify any curriculum from time to time. To this committee any school or any teacher might freely report. Not only in English, but also in all school subjects, any arbitrarily fixed curriculum will soon become, if it is not at first, ill suited to the schools. For a society, an adult life, that is as rapidly and continuously changing as ours in America, only a changing curriculum can readily keep the schools in tune with life.

THE SIZE OF SCHOOL UNITS OF MATERIAL

The best size of school units of material can be determined only by long-continued experimentation in many different types of schools. Unfortunately, the views now prevalent are mostly unsupported by reliable facts.

A LARGE-TOPIC BASIS

It seems probable that curriculum material should be presented to pupils in portions that will, in general, conform to a large-topic plan, rather than require learning a multitude of facts one by one. This does not indicate, however, that there should never be a learning of facts one by one separately and never any "recitations" in the schoolroom. Probably there is a place for both kinds of presentation. Nor does the plan necessarily indicate that the organization should be limited only to large topics, or any one such, of the trade-marked, much-promoted specific sorts. There may be other kinds.

TOPICS OF MODERATE LENGTH

The large topic should not be extended to a length of time that will weary students. The small topic should not be choppy and without a carry-over of interest from day to day. These points are imperative, in the statement of the curriculum and in its administration. Whatever plans are used should keep

all the pupils busy—fully and profitably occupied all the time; no plan is good which permits loafing by excellent students, or which goes “over the heads” of poor or handicapped students and in essence consequently makes loafers of them. That is, a plan must be adjustable to individuals. Furthermore, it must be adjustable to different types of schools and communities.

Tentatively, it seems best to say that, in high-school English, most of the curriculum should be framed in separate large topics which will set pupils to work on a continuous study or series of activities that will occupy two or three weeks of school time—that is, about ten or fifteen days. Few topics should be longer; some should be much shorter.

The plan of program, now somewhat prevalent, which requires class study on different phases of English arranged by days of the week is to be discouraged. It is hopelessly choppy, with no carry-over of interest, activity, and growth from day to day. In like manner, however, the other extreme should be done away with—the plan of allotting to the study of one topic (say, one English classic, such as *Ivanhoe* or *Macbeth*) several months or an entire half year. The two plans, save perhaps in exceptional circumstances, are about equally undesirable.

VARIAION FROM A CURRICULUM IS PERMISSIBLE

Whatever the length of topics and whatever the main organization of these regarding the time supposed to be spent, there should be flexibility provided. No school and no teacher should be required by a course of study to spend on certain materials more time than is actually profitable to the particular pupils being taught. If this is done, clearly something is wrong. What a curriculum states should be the norm; any departure from this is, by virtue of that fact, accepting the responsibility of justifying itself. It is on the defensive, but is not to be prohibited altogether.

An adequate course of study in high-school English should provide alternatives. Some of the topics are inescapable, but others are not. A distinction should be made, determined on broad grounds, certainly not on prejudices. When a particular group of pupils can be best served by substituting a provided alternative for the topic regularly given, the substitution should be made. Similarly, schools should be permitted to serve their particular communities rather than to conform to a fixed topic, provided that the materials left out are not in themselves essential and therefore not subject to substitution.

It is a truism to state that no materials are subject to substitution merely because they are, to the teacher, “hard to teach,” or because they require from the teacher a greater amount of labor than would some other topic.

Substitution should be carefully planned in the general curriculum; it should not be permitted at random according to the whim of particular teachers or schools, bringing in materials not stated in the general curriculum.

STANDARDIZATION BY MEANS OF TESTS, EXAMINATIONS, AND MEASUREMENTS

It is desirable to standardize high-school English to a reasonable extent. The topics of a curriculum should be presented to all pupils with somewhat the same degree of skill and consequent productiveness. Otherwise a “high school” might be such only in name.

English is, however, a difficult subject to standardize by means of the tests and measurements we have as yet been able to devise; and the possibilities of great productiveness of the subject in the development of young people should, of course, not be restricted by any inadequacies in our testing system. In general, the items of knowledge can be tested fairly well by our present standard examinations, but not the parallel items of habits, attitudes, and appreciations.

Tests are constantly being improved and expanded to cover the more subtle fields of learning and development. These should be welcomed and freely used experimentally.

It would, however, be very undesirable to restrict English to endeavors which, it happens, can now be tested by existing examinations. In some schools this has actually occurred, just as it has occurred in other subjects. It is a childishly easy way to make a school system "scientific". Education would be greatly handicapped if this short-sighted policy should be followed widely.

As our abilities in testing and supervision now stand, it seems that personal judgment must still largely be relied upon—the judgment of skillful supervisors and inspectors whose horizon in English is broad, not narrow.

A SUMMARY—THE SCHOOL COURSE IN ENGLISH

In summary, it may be said that the school course in English herein recommended consists of six parallel lines or fields which, taken together, constitute English as a school subject. These are continuous throughout the entire school system, not peculiar to the high-school portion alone. In them there are very many particular topics, and among these topics some are much more important for education than others. Important topics are repeated at intervals throughout the sixteen years of schooling available to each pupil, but are each time readjusted to the new general level of development up to which he has grown. The high school stands as a part of a continuous whole, rather than a separate undertaking.

English is presented, in general, as a social activity—a tool for daily use in a world depending for nearly all kinds of success on ability in the exchange of ideas by means of language. It is kept as free from merely academic content as possible—substance put in for the sake of logical completeness, but really of little or no educational worth. Ideas and materials which are of historic value chiefly are subordinated to those of notable present-day value. Literature and the appreciation of literature are not sacrificed. Ours is not merely, not even primarily, a workaday, humdrum world.

In the programming of English in the different school grades an experimental procedure is suggested as the only final solution. This should be supplemented by a continuously active committee, which will adjust materials to grades as the results of experimentation in many types of school provide greater certainty than we now have. Any arrangement stated in any curriculum is frankly considered to be tentative.

Large topics are preferred, but not too large, and not exclusively.

Variation from the general program set up is definitely contemplated. It should be provided for in detail, not left to the individual teacher to devise.

Standards and minimal essentials for the high school and for each grade within it are advocated. The inadequacy of present tools for measurement is noted, and it is recommended that supervision and inspection by men and women with good judgment and good powers of observation regarding the progress of the educative process cannot be superseded by standard tests until these are developed, in English, far beyond where they now are able to reach.

1928 REPORT OF COMMITTEE ON COMPREHENSIVE CONTENT EXAMINATIONS

Chairman M. R. Trabue, University of North Carolina

This committee has not been able to hold a meeting, and only two members of the committee have acknowledged the Chairman's request for suggestions regarding the report. The Chairman therefore assumes full responsibility for the following statements regarding the problem assigned to the committee.

TYPE OF EXAMINATION

1a. The ordinary examination, in which the student is asked to discuss, to explain, or to tell about certain topics which have been treated or assigned in class, fails to distinguish clearly between the student's knowledge of the subject and his skill in using the English language.

1b. The modern type of examination, in which the student is not asked to write but simply to check the correct responses from lists of four or five alternative answers, distinguishes quite clearly between the ability to write good English and specific knowledge of the subject matter. Independent power to express one's thoughts is not measured in a modern test in history, mathematics, or science, although such power may readily be tested in a separate examination prepared for that purpose.

2a. The probability is very slight that two instructors in the same subject could grade a set of the usual examination papers independently and arrive at the same set of marks for them. And the chances are not great that the same instructor would at different times arrive at the same set of marks for a given set of examination papers.

2b. Two instructors, however distant they may be from each other, or the same instructor at two widely separated times, will assign the same scores to a given set of modern multiple-response test papers, provided standard directions and key are used in both cases.

3a. The older type of examination never can have a high reliability and hence cannot be high in validity.

3b. The modern multiple-response test can be made to have almost any degree of reliability desired and has therefore the possibility of achieving great validity.

4a. The older essay-type examination is extremely limited in the range of facts, skills, and appreciations that may be tested in a given period.

4b. The newer multiple-response test may in a brief period cover hundreds of items in all parts any desired field.

5a. The clever student who is unprepared may on an ordinary examination write so brilliantly regarding something else which he does know that the instructor will overlook the fact that the question was not answered.

5b. The clever but unprepared student cannot avoid revealing his ignorance on a modern multiple-response examination.

6a. The older type of examination requires a little of the instructor's time before it is given (making out the questions) and hours of his time after it is given (reading the papers).

6b. The newer type of examination requires much time and thought of the instructor and the mimeographing or printing of the questions before the test is given and but little time after it is given.

7a. The intellectual level on which a question will be answered is determined in the old style examination by each individual student and is then judged by the instructor.

7b. The intellectual level on which a question will be answered is determined in a new-type test by the instructor before the test is given.

8a. The old style examination cannot be used successfully as a common measure among many different institutions, for each instructor will disagree with others regarding the value of a given response.

8b. The new-type examination has made possible the successful comparison of students in widely separated parts of the country and at widely different times, for all instructors agree regarding the standard value to be assigned a given response.

9a. It is difficult to measure the quality of an instructor by the questions used by him in an old-style examination, for the quality of the answers to be accepted is unknown.

9b. It is relatively easy to measure the quality of an instructor or course by examining the questions used in a new-type test, for the quality of the answers to be accepted is clearly indicated.

10a. Since accurate comparisons cannot be made with the older type of examinations, they do not tend toward uniformity among schools and students.

10b. Since comparisons may be accurately made by means of the newer objective tests, they tend to result in a strong tendency toward uniformity among the schools and students to which they are applied.

RECOMMENDATIONS

As chairman of this committee, I recommend that the Southern Association of Colleges and Secondary Schools *avoid the common use of the new-type objective examinations before the students have been admitted to high school or college*, but use them as much as possible after admission in an attempt to modify the curricula and teaching procedures of the institutions so that they will be truly educative to our Southern youths. I assume that the Southern Association believes, as I do, that high schools and colleges exist to give opportunities for growth and development to all boys and girls who really desire to grow, rather than to help a small group who are intellectually least in need of assistance and guidance. The use of objective tests before admission would tend to keep from college many poorly-prepared youths who are now freely allowed the opportunity of seeking further education.

The new-type objective examination, in the hands of those who oppose admitting lower ranges of intellectual ability to college, would close the doors of our colleges to many of the most deserving young people in the South. These new-type tests are as much more efficient than the old essay-type examination still in common use as the new Ford car is more efficient than the old one-cylinder cars of twenty-five years ago, and those who oppose popular education should not be allowed to use this more efficient device to further their undemocratic purposes. As long as we can keep the college registrars examining scholarship marks and the percentage grades obtained from the old-fashioned and more or less harmless type of examinations, young men and women of good character but poor training will continue to be admitted to our colleges in reasonable numbers; but as soon as the registrars turn their attention to the results of scientifically constructed objective tests of achievement, we shall see character and determination given far less weight than native inheritance and previous preparation in determining admission to college.

EXPERIENCE IN NORTH CAROLINA

The high school principals in North Carolina, under the direction of the State High School Supervisor, administer in February of each year an objective multiple-choice examination to every senior in the high school of the state. This new-type examination, prepared under the auspices of the North Carolina College Conference, contains about two hundred fifty different questions and covers the fields of high school English, mathematics, history, general science, and foreign language. The more than fifteen thousand examination books received annually are marked by workers trained in the education department of the colleges, and the resulting scores are tabulated and reported back to the colleges by the Bureau of Educational Research of the University of North Carolina.

The colleges of North Carolina use the reports in numerous ways. Some of them group or section their large classes in English or mathematics on the basis of the scores made in the high school test. Some of them use the scores in attempting to understand the special difficulties and needs of individual students. And I regret to report that some of our colleges are beginning to deny admission to some of the students whose high school test scores are lowest.

The danger to our ideals of universal education may be illustrated from an experience at the University of North Carolina last year. In the summer of 1927 I selected, from the six or seven hundred applicants for admission to the university, the names of one hundred men whose high school test scores were low. I sent this list of names to the president and to the deans of the university with the prediction that fewer than ten of the hundred would accomplish a full year's college work in a year's time. When I checked up in the summer of 1928, I found that only eight of the hundred had actually accomplished a full year's work. It is evident that any instrument which can predict failure in nine cases out of ten is full of danger if used by someone who has a false purpose. If the hundred men whose names I selected had been refused admission to the university, eight fully successful men would have lost their chance of obtaining a higher education—from the University of North Carolina, at least.

In order to carry out successfully the testing program in North Carolina, a tremendous amount of cooperation has been necessary among university bureaus, colleges, the state department of education, and the public high schools. Mutual confidence and financial assistance have been necessary. The Bureau of Educational Research of the University of North Carolina handles the details of the clerical and statistical work connected with the enterprise and attempts to prevent the misuse of this extremely powerful and therefore dangerous tool.

Since I have the honor to be the Director of this Bureau of Educational Research, I am glad to extend to the Southern Association of Colleges and Secondary Schools, or to any of its member schools, an invitation to use our statistical and research facilities in any work of this type which you may undertake. We should be glad to assist in any experimentation you may wish to do, if for no other reason than to prevent, so far as possible, the misinterpretation and misuse of objective tests of achievement.

THE RELATION OF JUNIOR COLLEGES TO THE PRESENT SYSTEM OF HIGHER EDUCATION.

President George F. Zook, University of Akron

During the three hundred years of its history this country has produced some valuable courses of study in higher education which are now taking their place alongside the older curricula in law, medicine and theology, begun in Europe many centuries ago. The Liberal Arts College is a unique American contribution to higher education. Dental education and library science were born here. Agricultural and home economics education have carved out a place for themselves and extension education has reached its greatest success in the United States. All of these contributions to educational thought and content resulted largely, though not exclusively, from the conditions of American life in the past. There is, moreover, every reason to predict that the social and economic changes of the next two generations will produce as many and as significant changes in the content and administration of higher education in this country as have occurred during the last two generations. Among these proposals the junior college movement is certainly receiving its share of attention today.

The causes for the movement are of course somewhat complex. Some of the privately controlled junior colleges have voluntarily chosen this field of educational effort but the larger number in the south and west have been compelled by circumstances and the pressure of the accrediting agencies to restrict themselves to two years of college work. Many of them, however, which took this course from necessity some years ago now find much satisfaction in doing a grade of work which is accepted by recognized colleges and universities.

There are two factors which account for the popularity of the public junior colleges—most of which are municipal—namely, the rapid and inevitable trend

in this country toward the publicly controlled colleges and universities, on the one hand and toward the urban institutions on the other. In 1890 the proportion of students attending State and municipal colleges and universities was only 26.8%; whereas in 1924, notwithstanding the fact that these institutions were much less in number than those under private control, the proportion of the total number of students enrolled in them had risen to 42.8%. When the students above high school grade in the teachers colleges and normal schools are included, the total number of students enrolled in public institutions is well above 50% of the total student body in the entire country. Indeed in a majority of States in the Union the public institutions now monopolize or dominate the situation in higher education.

The trend toward the urban colleges and universities is just as certain and inevitable, and there is good reason for it. Several years ago after climbing around the hills and valleys of several states, including Tennessee, Missouri, Arkansas and Oregon, in search of numerous small colleges and later returning to such centers of population as Memphis, Kansas City, Little Rock and Portland, which at that time either contained no colleges at all or were quite inadequately supplied, I realized more thoroughly than ever before that the practice and principle of locating colleges in the past, the same as monasteries, was to put them where the people are *not* rather than where they are. Mohammed must go to the mountain. For example, in my own state of Ohio with its numerous colleges I was interested to find recently that of the 25 largest cities in the State, each with a population of over 25,000, only 8 possess college facilities of any kind and several of these are quite inadequately supplied. By far the majority of Ohio's colleges are located away from the centers of population. The same thing is true of the colleges in a number of other states.

I do not question the educational advantages of this arrangement but there are also obvious disadvantages in the increased cost and unnatural, though perhaps delightful, environment of a large number of students away from home at college during the romantic years from 18 to 23. The municipal junior colleges are therefore a direct challenge to the traditional point of view that a college education should be secured away from home. It is believed that not only will a larger number of students be reached but the ideal of public service better preserved if occasionally the mountain is brought to Mohammed. In this connection it is significant that of the five municipal junior colleges in Michigan only one is located in a city already containing a college and that an inconspicuous one. In none of the four towns of Minnesota or the eight in Kansas which have established junior colleges is there any other college. Of the 31 municipal junior colleges in California only one has a competitor. Thus far, therefore, the city junior colleges are merely extending two years of college education to those in centers of population who otherwise would find it difficult or impossible to secure these advantages.

Is there then anything in this movement for the further democratization of higher education to justify the apprehension of the four-year colleges—apprehensions which were so trenchantly stated by Professor George Herbert Palmer in the *Atlantic Monthly* a little over a year ago? As I understand this article there were three points: (1) that there is need of controversy concerning this movement which has suddenly reached the proportions of "a torrent"; (2) that students attending junior colleges will during those years be compelled to associate with those in the lower grades of the regular high school rather than with juniors and seniors in the four-year college, a situation which is not regarded with favor; (3) that the junior college system, when fully established, will exterminate the scholarly amateur, the peculiar product and the precious distinction of the American College as in contrast to the European system of higher education. This fear transcends in importance all other considerations in Professor Palmer's article.

With the assertion that there is need of controversy concerning the junior college movement everyone will agree cordially. No matter how sound in principle may be the basis of the movement it will be abused in practice unless criticism is frequent and searching. Thus far, college and university executives have either been too timid or have not taken the time to express their apprehensions concerning the movement. On the other hand our friends, the professional educators and administrators in secondary education, have devoted their energy and efforts, so far as reorganization in educational administration is concerned, to the junior high school movement and have all but neglected the equally important junior college movement, which may in fact, when fully considered, cause them to revise their conclusions considerably. I attribute this modesty to a certain hesitation on the part of the secondary school people to take over the administration of the freshman and sophomore years of college work after having criticised the colleges so severely for the way in which they do it. However, I, for one, would derive a certain amount of satisfaction from what I believe would be the sobering effect on the secondary school people of the country were they to be confronted squarely with the responsibility of actually correlating high school work with the first two years of college. Perhaps when that time arrives Professor Palmer's desire for controversy will be fully satisfied.

To the second statement, that students of the junior college will not have the benefits of association with the older and advanced students in college, several replies seem obvious. In the first place by the same process of logic it seems that we should accept as equally tragic the fact that we now deprive a much larger number of students in the secondary schools of the inspiration and example of their older brothers and sisters in the junior college division. Obviously, therefore, any division of the field of effort into secondary and higher education respectively will produce this situation and will leave students who are preparing to pass from one division to the other with only the inspiration of their teachers above them and a sense of responsibility for a good example to those below them—a situation which after all is usually regarded as having something to command it.

But inasmuch as I am interested in higher education rather than in secondary education I prefer to attack this proposition from the point of view of the college. I leave it to my associates in college work whether our main problem today is not to wrestle with a rapidly increasing mass of high school graduates many of whom are of mediocre ability and preparation and who often use their experience at college, however brief, as the sesame for social preferment. In other words, do what we may in the way of selecting students at entrance, we are yet confronted constantly with the danger of allowing this mass of freshmen and sophomores to pull down the standards of the institution and thus of submitting the advanced student and the good student to more association with immature and mediocre students than is wise. Taking the colleges and universities of the country as a whole I believe that we should be much more concerned about this problem than about what may happen to college freshmen and sophomores through lack of association with upperclassmen when junior colleges are "fully established".

But whoever dreamed that junior colleges were going to be "fully established"? I wonder if anyone is really apprehensive that the recognized colleges of the country will shortly be compelled to witness the extension of the activities of this junior college "torrent" until it engulfs all the freshmen and sophomores of the country thus reducing to the vanishing point the species known as underclassmen in colleges and universities? I venture the assertion that with the increasing tendency for young men and women to attend college the present recognized colleges will continue to have all the freshmen and sophomores they desire, and more.

The junior colleges of the future will enroll three kinds of students: (1) those who are taking the first two years of the regular four-year course of study and expect later to complete their course of study at the usual college or university; (2) the pre-professional students who desire to fulfill the minimum requirements of two years for entrance into the professional schools and (3) those who by nature are fitted for and would, if given more of an opportunity, be interested in certain completion courses of semi-professional nature in business, home economics, technical work and possibly teaching.

This last group is found in college today partly for social reasons and partly because the regular educational system seldom provides courses of study of this character. It seems clear that these students should be subtracted from the present colleges and therefore if the junior colleges, through the establishment of courses of this character, succeed in doing so, they will not only render a conspicuous educational service long neglected in this country but it will be an obvious boon to the colleges and universities.

Then there is the increasing group of pre-professional students who wish to fulfill only the minimum requirements for entrance into a professional school. They take only the elementary college courses and hasten away to the profession school; their absence often reduces the advanced classes in the colleges to very small numbers; and even while they are in college their minds are likely to be fixed on their professional objectives. If, therefore, the establishment of junior colleges exercises any tendency to draw off this group of students from the regular course, leaving them free to devote their energies and financial resources to the four-year students, surely this is clear gain for high standards in the colleges and universities.

Finally there are the junior college students who complete the work for the baccalaureate degree at the regular four-year college. Such investigations as have been made in California and by Professor L. V. Koos, of the University of Minnesota, indicate that these students acquit themselves equally well during their junior and senior years with those students who have spent the first two years in the regular college. If, therefore, this situation continues to prove substantially true we may look forward confidently to the time when, through the transfer of junior college graduates to the regular college for advanced work, and the subtraction of professional and semi-professional students from the colleges, the number of upperclassmen at a given college will equal, perhaps exceed, the number of freshmen and sophomores. I do not see how we can fail to draw the conclusion that this would be a tremendous relief from our present unhappy situation.

The four-year college is therefore not doomed to extinction. No matter how widely junior colleges may be established there will still be a large proportion of the population which prefers the four-year college experience at a single institution. Such a practice has both the weight of tradition and thousands of devoted friends to commend it indefinitely. The colleges will not be faced with the necessity of surrendering the first two years of college work and of turning themselves into professional schools as in Europe. The only choice indeed which they will gradually be required to make is whether they wish to devote the major proportion of their efforts and financial resources to the process of selection and elimination of a mass of students in the first two years of college, as at present, or whether they will welcome the assistance of the junior colleges in this realm and thus be able to place their major emphasis on the advanced work for upperclassmen. In other words are we willing to reverse the present situation? I feel certain that many college administrators and teachers are consciously or unconsciously yearning for such an opportunity.

I do not believe, therefore, that the junior college movement will exterminate the scholarly amateur in this country or the colleges which are the peculiar and most precious distinction of American higher education. How in sound

reason can this assertion be taken seriously? To accomplish this transformation it must be assumed that the opportunities for graduates of the technical and professional schools may be expanded indefinitely. Obviously this is not true. There are already more lawyers than the country needs. The number of physicians is perhaps not adequate but it is rapidly becoming so. We have enough dentists, except in the rural districts. There are plenty of pharmacists for this vanishing profession. There is a steady demand for engineers but not sufficient to increase the enrollment at the engineering colleges perceptibly during the last ten years. The enrollment in agricultural curricula has greatly declined in recent years because of the lack of opportunities for graduates. The demand for teachers is fixed by conditions and not subject to much change. Even business, buoyant as it is, cannot absorb an indefinite number of professional graduates. In fact, is it not clear that opportunities in each and all of the professions are by their very nature definitely limited, and that there will therefore be no tremendous rush to the professional schools to fill a demand for professional graduates which does not exist? Indeed, on the other hand, is it not a fact that the field of the scholarly amateur is the only one which can be expanded indefinitely?

I believe that this is actually what is taking place in this country. At any rate reference to the statistics of the U. S. Bureau of Education shows that for the year 1922-23 out of a total of 521,824 students 270,371 or approximately 52% of all the students in the colleges and universities in the United States were enrolled in colleges of liberal arts and science. If to this number one adds the graduate and professional students who have secured a baccalaureate degree (61.2% in the case of medical graduates in 1925) or who are pursuing liberal studies in connection with such curricula as engineering, agriculture, home economics and teacher training, I believe that it could be demonstrated beyond doubt that two-thirds of the effort of our higher institutions is being devoted to general cultural education. The education of the scholarly amateur is, therefore, still the main business of higher education in this country. It overshadows, indeed, all other efforts combined.

The fact is we are dealing here with a complex series of factors, some favorable and some unfavorable, which, instead of depleting the colleges of Liberal Arts of students are filling them to overflowing. Psychologically the superior students naturally postpone their professional education until after they have graduated from college; the professions more and more demand men and women of extended general as well as professional education; students with uncertain life objectives usually enroll in the college; the college is the Mecca of those who are seeking social respectability. Indeed so great is the faith of American students in the effectiveness of the college that most of them depend on it blindly not only as a preparation for the life of a scholarly amateur but as a sufficient training for the multitudinous business, civic and public offices not requiring specific and formal professional education. Therefore the problem of higher education in America, exactly as is the case with secondary education, is not to increase the faith of students in general and cultural education but rather to induce them in larger numbers to add to it preparation for some useful profession or vocation.

Recently the New York State Board of Regents granted the right to establish a junior college near New York City. The announcement was accompanied, however, by the naive statement that it was not to be called a junior college inasmuch as it was, in fact, to give the first two years of a regular college course of study and therefore had no resemblance to "a type commonly prevailing in the west where the course of study is merely superimposed on a high school".

Here at last we have the crux of the matter. Are there, in fact, grounds for adverse criticism of the standards of work in junior colleges? It would be strange if there were not. It is well known that few states have any de-

pendable legal standards concerning the establishment and maintenance of educational institutions, particularly those in the realm of higher education. It is perfectly possible therefore for any educational institution, including junior colleges, to operate on low standards, and a new institution without traditions is doubtless more susceptible to the temptation than any other. Frankly therefore I am very fearful that this situation presents an actual danger to a movement which in principle is sound but which in practice may be abused. Indeed it has doubtless resulted in the establishment of a larger number of public junior colleges in some states than the financial resources and the enrollment justify.

For a part of this situation those who are interested in college education are directly responsible. In our zeal to require acceptable standards of college work in the junior colleges we have insisted through our accrediting agencies, such as the North Central Association of Colleges and Secondary Schools, that the work of the junior colleges must be actually of college grade and that to insure this standard the faculty, students, buildings and equipment of junior colleges must be separated from any secondary school below. This is a perfectly natural first reaction and in view of the constant danger of a lapse in educational standards I am of the opinion that temporarily it has been a wholesome policy.

It will not, however, stand the test of reason and it certainly has not stood the test of experience. The plain fact is that no two-year unit in education, which administratively is separated from what goes before or what occurs afterward, with the possible exception of completion units such as nursing, secretarial science and various forms of technical education, can possibly be effective. The junior colleges are no exception, so that a number of the private junior colleges which at our insistence reduced their college offerings to two years of college work and divorced themselves from the secondary school work below, are now coming to us with the positive statement that in our zeal to maintain high college standards we have asked them to do an impossible thing, and my observation leads me to believe that they are correct. For it should be remembered that the junior college movement is basing its claims squarely upon the fundamental consideration that the period of secondary education here as in Europe is logically longer than the present four-year high school and that under present circumstances in the United States practically all of what is now included in the first two years of college necessarily should be classified and hence administered as a part of an enlarged secondary school system.

Witness the struggle which the colleges are experiencing to avoid accepting the logic of this situation. For example, to avoid the necessity of devoting themselves largely to secondary school work during the first two years of college one finds the colleges setting higher and higher standards of admission which frequently require students to spend five years in high school and academy prior to entrance to college. A large number of prescribed units are required; students are accepted only from the highest one-third of the class; tests for native ability as well as subject matter are applied more and more frequently and even the characteristics of students are scrutinized with increasing care, all for the purpose, as I believe is quite generally admitted, of enabling college administrators and faculty to devote the energies and resources of the college, as far as possible to higher education rather than to a continuation of general secondary education. But with all of these somewhat frantic efforts to secure freshmen above the average in ability and preparation I know of only one institution which is bold enough to announce that at least three years of its four-year college course is of advanced character and should therefore truly be designated as higher education.

Those who are interested in the junior college movement merely wish to assert that the present illogical division of work between the secondary schools

and the colleges and the resulting repetition of subject matter with the consequent loss of time reliably estimated at approximately one-half of an entire year, justify at least the experiment of adding to the secondary school program approximately two additional years of work with proper standards, in order to demonstrate the effectiveness of the junior college claims.

I am, therefore, much interested in the results of an experiment which is about to begin at Stephens Junior College at Columbia, Missouri. The Commission on Higher Institutions of the North Central Association recently gave permission to this institution to extend its efforts down into the field of high school education in order to carry on the experiment of actually co-ordinating under a single administration the fields of secondary and junior college education. In order to insure the maintenance of proper standards, a committee of the Commission was appointed to watch over and report on the experiment. Inasmuch as this is one of the best junior colleges in the Middle West the results of the experiment ought to go a long way in demonstrating or disproving the assertions of the junior college proponents that the two fields logically belong together. Additional experiments along the same lines and under proper standards are urgently needed in this country. Until we have results from extensive experiments of this nature the claims of the proponents and of the opponents of the junior college movement will remain too largely mere academic opinion.

Let me repeat. The junior college movement is in no wise a fundamental attack upon the existence of the Liberal Arts college. As has been true of other developments in higher education in the United States it is rather a supplement, which by drawing off pre-professional and semi-professional students from the present colleges and allowing these colleges more largely to devote their energies and resources to the purpose for which they were established, will enable us more nearly to approach the standard of our ideals in college education. Furthermore, the establishment of city junior colleges in various centers of population will undoubtedly enable many young men and young women who otherwise would be unable to do so, to secure two additional years of education at small expense. Altogether the movement seems to me to have more implications for good, both in the fields of secondary and higher education, than any other single proposal which is now before us for consideration.

A STUDY OF MARKING IN HIGHER INSTITUTIONS

Registrar Ezra L. Gillis, University of Kentucky

REPORT OF PROGRESS

At the meeting of the Association of Colleges and Secondary Schools of the Southern States, December 14, 1925, the following resolution was adopted:

"That a Committee be appointed to make a study of marking in higher institutions with the ultimate purpose in mind of recommending to the Association a scientific procedure of marking college students that would eliminate personal opinion and place it upon a thoroughly scientific basis."

A committee was appointed, consisting of:

O. C. Carmichael, K. J. Hoke, Shelton Phelps (J. R. Robinson is now acting in his absence), Joseph Roemer, F. C. Paschal, H. L. Donovan, Ezra L. Gillis.

In the three years they have held ten conferences and have made the following studies:

1. A study of the variability of marking in the different types of institutions, by Dr. Shelton Phelps, of Peabody College. This first report of the Committee was read in the meeting of the Association in 1926.

2. A study of the percentage distribution of marks including sixty-five institutions, by President Carmichael, of Alabama College.

3. A study of freshman failures in colleges, by Dr. Joseph Roemer, Secretary of the Commission on Secondary Schools of the Southern States. This study was made to test the efficiency of the secondary schools by the way their graduates succeed in their freshman year in college. These reports are published in the proceedings of the Association.

4. A study of the distribution of all marks given at the University of Kentucky during a period of fifteen years. The distribution was made for the University, for the colleges, for the departments and for each instructor and included 202,561 marks. The variability of marks was noted and their sigma value assigned. This work was done by Mary Agnes Gordon, Fellow in the Registrar's office of the University of Kentucky.

5. A compilation of best opinions made from reports of ninety-six outstanding educators of the country. The questionnaire was sent to one hundred thirty educators, including representatives of the graduate departments selected on the basis of the study of graduate schools made by President Hughes, of Miami University, the officers for the past five years of the Association of American Colleges and of the Association of Junior Colleges, and ten men known to have taken especial interest in the study of marking systems.

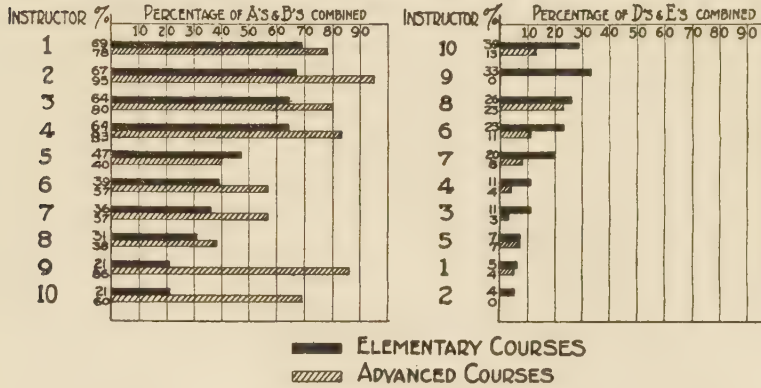
6. A tabulation of the marking systems of two-hundred ninety institutions. Eighty-nine are members of the Southern Association; two hundred and one are members of the North Central Association. The questionnaire was sent to the full membership of both Associations.

7. A tabulation of the reports of about five hundred instructors, representing practically every institution in the Southern Association, on what they considered the dominant factor in the mind of an instructor in assigning a mark.

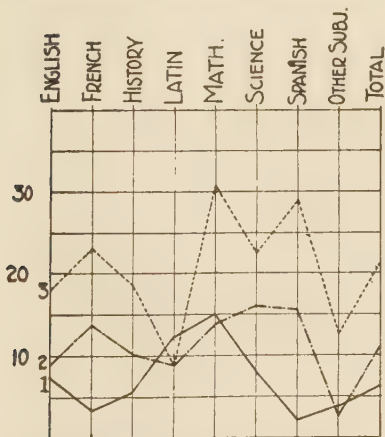
8. A tabulation of the reports of instructors in mathematics and English on the following: What proportion of a student's final mark should be based on (1) daily recitations; (2) quizzes and special papers; (3) final examinations. We have obtained the practice of about five hundred instructors.

A GRAPHIC PRESENTATION OF FACTS OBTAINED FROM THE VARIOUS STUDIES MADE BY THE COMMITTEE

COMPARISON OF THE HIGH AND LOW MARKS GIVEN IN ELEMENTARY AND ADVANCED COURSES BY EACH OF TEN INSTRUCTORS.

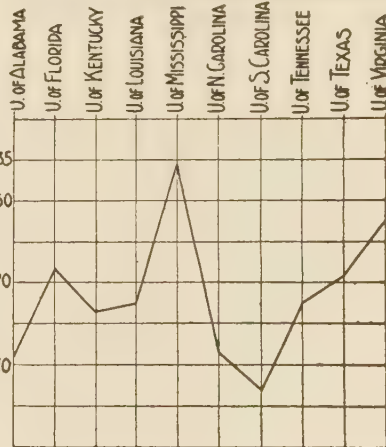


SHOWING A COMPARISON OF THE PERCENTAGE OF FRESHMAN FAILURES IN THREE GROUPS OF SOUTHERN INSTITUTIONS. FROM MR. ROEMER'S REPORT FOR 1926-27, PP 204, 205, 206.

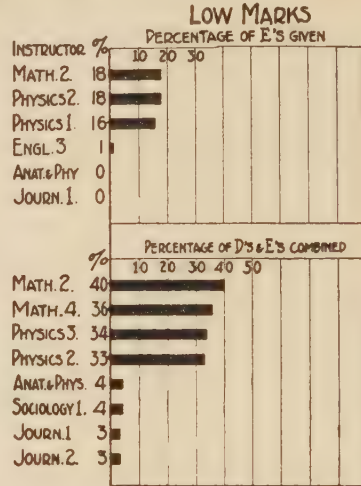
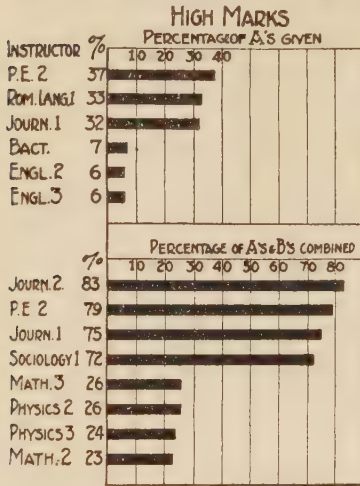


1. REPRESENTING ELEVEN TEACHER TRAINING INSTITUTIONS —
 2. REPRESENTING ELEVEN COLLEGES FOR WOMEN —
 3. REPRESENTING ELEVEN STATE UNIVERSITIES - - - - -

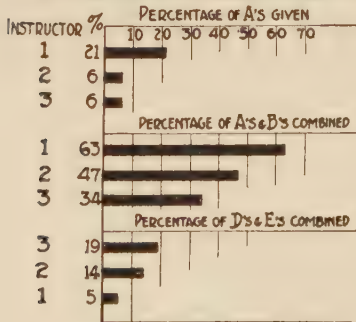
SHOWING COMPARISON OF THE PERCENTAGE OF FRESHMAN FAILURES IN ENGLISH IN TEN UNIVERSITIES OF THE ASS'N. SEE TABLE P 206, MR. ROEMER'S REPORT FOR 1926-27.



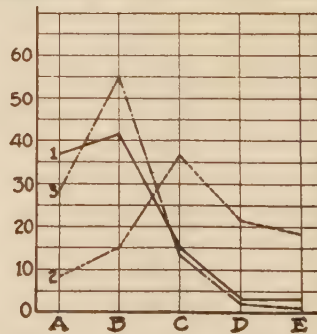
SAMPLES OF EXTREME VARIABILITY IN THE PERCENTAGE OF HIGH AND LOW MARKS GIVEN BY DIFFERENT INSTRUCTORS IN THE COLLEGE OF ARTS & SCIENCES OVER A FIFTEEN YEAR PERIOD.



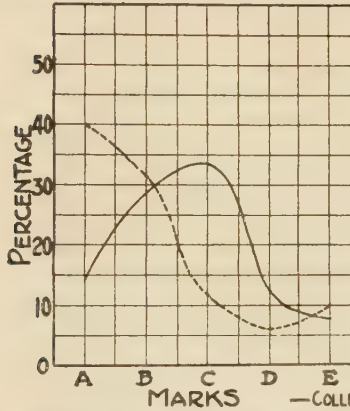
VARIABILITY IN MARKING AMONG INSTRUCTORS IN THE SAME DEPARTMENT.



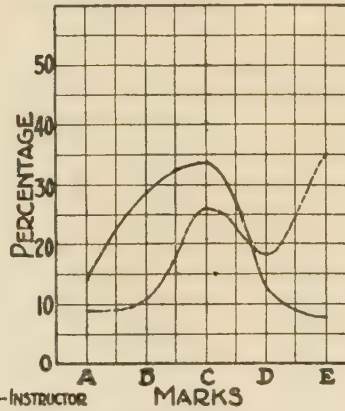
COMPARISON OF DISTRIBUTION OF MARKS OF 3 INSTRUCTORS REPRESENTING EXTREME TYPES OF MARKING OVER A PERIOD OF 15 YEARS.



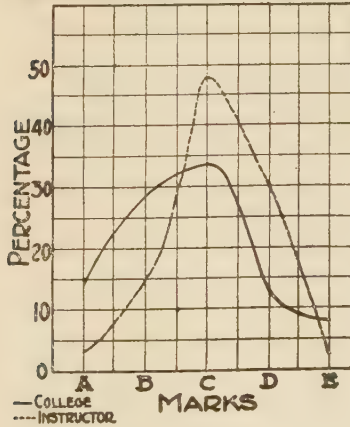
COMPARISON OF THE PERCENTAGE DISTRIBUTION OF MARKS OF A HIGH MARKING INSTRUCTOR AND THE DISTRIBUTION FOR THE COLLEGE OF ARTS & SCIENCES, 1924-25.



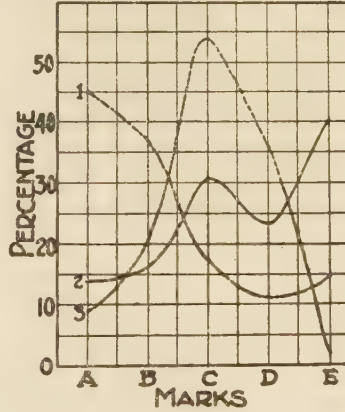
COMPARISON OF THE PERCENTAGE DISTRIBUTION OF MARKS OF A LOW MARKING INSTRUCTOR AND THE DISTRIBUTION FOR THE COLLEGE OF ARTS & SCIENCES, 1924-25.



COMPARISON OF THE PERCENTAGE DISTRIBUTION OF MARKS OF AN INSTRUCTOR WHO GIVES FEW HIGH AND FEW LOW MARKS, AND THE DISTRIBUTION FOR THE COLLEGE OF ARTS & SCIENCES, 1924-25.

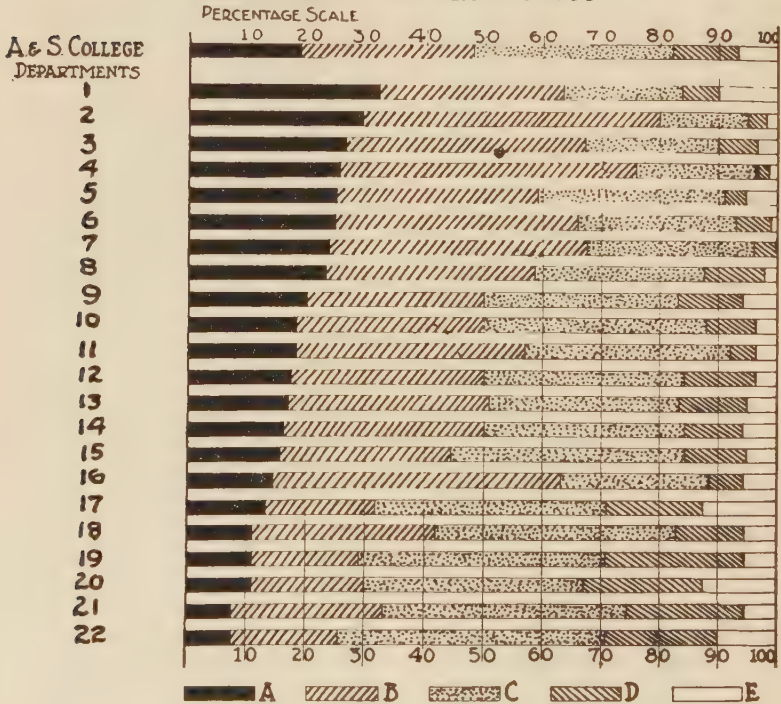


COMPARISON OF THE DISTRIBUTION OF MARKS OF THREE INSTRUCTORS, REPRESENTING EXTREME TYPES OF MARKING, 1924-25.



PERCENTAGE DISTRIBUTION OF MARKS IN THE COLLEGE OF ARTS AND SCIENCES FOR FIFTEEN YEARS ARRANGED BY DEPARTMENTS.

UNIVERSITY OF KENTUCKY



THE RANGE OF VALUES AND AVERAGE VALUES ASSIGNED TO VARIOUS FACTORS THAT DETERMINE WHAT A MARK SHOULD MEASURE (Grouped by departments)

FACTORS	Mathematics		English		For. Lang.		Hist. & P. S.		Ed. & Psych.		Sciences	
	Range	Average	Range	Average	Range	Average	Range	Average	Range	Average	Range	Average
Attainment in subject.....	25-100	63.9	0- 90	55.1	20-100	61.1	10-100	62.9	25-100	63.6	25-100	69.2
Attitude toward in- structors	0- 10	1.7	0- 1	1.0	0- 5	1.1	0- 10	1.3	1- 5	2.5	0- 5	4.0
Attitude toward subjects	0- 10	2.7	0- 10	2.7	0- 10	3.4	0- 10	3.6	3- 20	8.6	0- 10	4.7
Attendance	0- 15	5.6	0- 15	3.9	0- 25	6.6	0- 10	2.5	1- 15	6.0	0- 10	5.1
Industry and applica- tion aside from their effects in attainment	0- 10	4.6	0- 5	1.4	0- 10	2.4	0- 12	3.0	1- 10	5.6	0- 10	5.6
Time expended aside from effects in attain- ment	0- 10	2.3	0- 5	.8	0- 5	.7	0- 10	1.4	1- 2	1.5	0- 5	3.6
Display of originality and initiative.....	0- 30	7.3	0- 40	12.3	0- 25	8.4	0- 30	9.4	2- 40	13.4	0- 20	10.6
Depotment	0- 5	1.4	0- 0	0.0	0- 5	2.3	0- 10	1.3	2- 10	6.7	0- 5	5.2
Mental ability without regard to attainment	0- 4	.7	0- 5	.5	0- 5	1.0	0- 8	1.0	1- 25	7.6	0- 10	5.6
Personality of student.	0- 2	.4	0- 2	.1	0- 5	1.3	0- 12	2.1	0- 5	3.4	0- 10	4.6
The fact that student is a repeater	0- 10	3.2	0- 0	0.0	0- 2	.5	0- 5	.6	0- 5	.3	0- 0	0.0
Degree of improvement In subject	0- 15	6.2	0-100	15.8	0- 10	4.5	0- 36	5.5	2- 20	10.1	0- 10	6.1
Consistency in prep.....	0- 3	.3	0- 10	6.1	0- 10	5.6	0- 10	4.1	4- 20	9.6	0- 10	7.0
Other factors.....	0- 0	0.0	0- 10	.8	0- 5	.5	0- 5	2.9	3- 5	4.3	0- 0	0.0

THE RELATIVE PROPORTION OF A STUDENT'S FINAL MARK DETERMINED BY DAILY RECITATION, QUIZZES AND SPECIAL PAPERS, FINAL EXAMINATION, ETC.

FACTOR	English		Mathematics	
	Range	Average	Range	Average
Daily recitation.....	0- 65	29.27	0- 67	32.6
Quizzes and special papers.....	10- 75	34.27	0- 75	31.7
Final Examination.....	10-100	35.00	0- 50	34.0
Other Factors.....	2- 33 1/3	1.3	0- 25	1.5

THE RELATIVE PROPORTION OF THE STUDENT'S FINAL EXAMINATION MARK IN MATHEMATICS DETERMINED BY CORRECT PRINCIPLE, CORRECT RESULT, NEATNESS AND GENERAL APPEARANCE, ETC.

	Range	Average
Use of correct principle.....	10- 90	63.0
Correct result.....	0- 90	29.9
Neatness and general appearance.....	0- 25	5.3
Other Factors	0 -25	1.1

THE RELATIVE PROPORTION OF THE STUDENT'S FINAL EXAMINATION MARK IN ENGLISH DETERMINED BY CONTENT, TECHNIQUE (Spelling, Grammar, Composition, Punctuation), NEATNESS AND GENERAL APPEARANCE

	Range	Average
Content	15-100	62.7
Technique—		
Spelling	2- 35	5.8
Grammar	2 -50	7.8
Composition	2- 35	9.2
Punctuation	2- 40	6.9
Neatness and general appearance.....	0- 50	4.9
Other factors.....	0- 50	1.0

SUMMARY

There seems to be a majority in agreement on the following:

1. Four passing grades.
2. The Quality Point system.
3. Three divisions in the group meeting the qualitative standard for graduation.
4. The qualitative standard for graduation is higher than the passing mark.
5. That students should be graded on the basis of relative achievement or relative achievement in connection with an arbitrary standard.
6. In the study of what a mark should measure, attainment in the subject seems to be the dominant factor in the minds of the instructors.
7. The relative proportion of a student's final mark seems equally determined by: (1) daily recitations; (2) quizzes and special papers; (3) final examinations.
8. The relative proportion of a student's final examination mark in mathematics is two-thirds on correct principle and one-third on correct result. In English, it is two-thirds on content and one-third on technique.
9. The marking system most generally favored:
 - A—Excellent. Three quality points for each semester of credit.
 - B—Good. Two quality points for each semester of credit.
 - C—The lowest satisfactory grade. One point for each semester of credit.

D—Passing, giving credit provided the student's standing is at least an average of C or 1. No quality points.

E—Failure.

Temporary marks:

I—Incomplete.

X—Absent from examination.

GENERAL CONCLUSIONS FROM OUR STUDIES

1. Individual instructors and different departments vary greatly in assigning marks.
2. It appears that variation in marking is due to teachers, and not to subjects.
3. High grades given in a subject in one college seem to offer no basis for predicting that high grades will be given in that subject in another college.
4. Instructors tend to give a larger percentage of low marks and a smaller percentage of high marks in elementary than in advanced courses.
5. The grade "A" given by different instructors seems to represent as many different levels of achievement as would be represented by the "A", "B", and "C" given by one instructor.
6. The instructor selected by the student seems to be a prominent factor in determining the kind of grades which will be received.

RECOMMENDATIONS OF THE COMMITTEE FOR FURTHER STUDY

The Committee recommends that we accept as a basis for further study, the following:

1. That marks should be a measure of *Achievement Only*.
2. That students meeting the qualitative standard for graduation should be ranked on the basis of relative achievement.
3. That the qualitative standard for graduation be used as the basis for dividing the students into two groups: First, "Satisfactory"—those who have met the qualitative standard for graduation; second, those who have not met this standard. This lower division may be grouped into "Unsatisfactory" and "Failure". Only the upper or satisfactory division will be ranked on the basis of relative achievement.

Note: (A student should be placed in the upper group if, in the judgment of the instructor, his work was of such a character that he would be willing to recommend the student for graduation, provided all his work in the institution was of that level.)

4. Instructors should be given an opportunity to rate students on character traits independent of achievement.

ADDRESS OF FRATERNAL DELEGATE TO THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Dean Theodore H. Jack, Emory University

It was my privilege, last March, through the kind designation of our president, Dr. Ivy, to represent this Association as the fraternal delegate to the meeting of the North Central Association. The cordial relationship and the profitable exchange of ideas and experiences between the two associations throughout the entire life of the two organizations have been marked. As you all doubtless know, the two associations are essentially twins. They were organized in the same year: their history has been largely the same, their organizations are quite alike, their constitutions much the same, their standards, practices and procedures are almost identical. The success of each in its

section constitutes a very important part of the educational history of the two sections. No fraternal delegate is ever a stranger in any meeting of either association.

Your delegate was shown every conceivable courtesy by the officers and members of the North Central Association. It was his privilege to look in on the workings of the various commissions and committees in the preliminary consideration of the business of the Association, particularly on the three commissions, the Commission on Secondary Schools, the Commission on Institutions of Higher Education, and the Commission on Unit Courses of Study. The whole procedure impressed me with its earnestness and its efficiency.

The meetings of the Commission on Higher Institutions was particularly interesting. Such problems as the classification of teacher-training institutions and the question of athletics came in for detailed consideration. Apparently, in the North Central, in the near future the normal schools and teachers' colleges will be classified as four-year colleges or junior colleges. There was great interest in the problem of athletics, and as a result of the discussion, one member college was dropped from the accredited list because of charges of questionable practices in the handling of the athletic situation.

Perhaps the most significant item was in the adoption of a plan for the more extensive study of a limited number of higher institutions with the view of finding a more scientific basis for the forming of standards for approval. Members of the Commission frankly admitted the inadequacy of the present standards as measures of the real worth of colleges, and some predicted that an entirely new set of standards might be the outcome of a more intensive study of the factors that make a college an institution of high grade.

The work of the Commission on Unit Courses of Study was devoted to the effort to define qualitative and quantitative standards for secondary school units, and qualitative standards on seven subjects of the curriculum were presented to the Association. These studies now comprise reports on sixteen fields.

In the Commission on Secondary Schools the statistical analysis of the reports from 2092 secondary schools on the approved list showed:

- (1) That approximately one-third of these high schools have a school year that is longer than 36 weeks.
- (2) That one-fourth have a recitation period that is longer than 45 minutes.
- (3) That the average maximum salary is increasing, but that the average minimum salary is decreasing.
- (4) That there is an annual turnover in the teaching forces of the high schools of 22%.
- (5) That the number of pupils graduated from high schools is 18.1% of the enrollment,—a higher percentage than formerly.
- (6) That there is a slight tendency to increase the size of the class sections as well as the teaching load.

The Commission passed legislation designed to cause schools to assign teachers to work in terms of their major and minor fields of specialization in college.

The adoption of a new constitution was one of the most important features of the meeting of the Association. It aimed to clear up certain misunderstandings growing out of a lack of clarity in the old constitution. Particularly, the Executive Committee was specifically empowered to settle appeals from the Commission, without reference to the Association, and authorized to set aside for the time being certain standards in the case of educational experimentation.

The Association went on record in response to a presentation of the problem by Professor Judd, as favoring an appeal to the national authorities for aid in a fact-finding survey of education in the United States.

The only disconcerting feature in the visit of your fraternal delegate was the discovery that all the meetings of the North Central Association were held in a hotel in Chicago bearing the name of Sherman! Perhaps it is in a measure owing to this discomfort of your representative, that the next meeting will be held in a hotel of another name, and one a little farther removed from the center of machine gun fire in Chicago.

ADDRESS BY THE FRATERNAL DELEGATE OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

W. I. Early, President of the Association

Mr. Early opened his remarks by saying that when a person was called upon to speak that he had either one of two alternatives; he could either remain seated and be thought a fool or stand and remove all doubt. His speech was as follows:

I have come as a delegate of the North Central Association to extend greetings to your organization, to guarantee our good will, and to solicit your cooperation in our mutual effort to further educational efficiency as it relates to colleges and high schools. Personally, I have enjoyed more than words can tell the hospitality and many courtesies which I have received while sitting in with you in your educational deliberations.

As the future years go by I shall be watching for opportunities to show that appreciation in a practical way.

I am grateful for this opportunity to discuss briefly accrediting associations in retrospect and prospect. I have no doubt that the genius of the movement originated when some progressive educators felt the need for college and high school articulation and then proceeded in the American way of doing things by organizing. This was the origin of the Anti-saloon League, the Civic Service organization, the Ku Klux Klan, and the college cheering squad at football games. Membership in some organized group means success. That which remains unorganized is lost. Human interests have always thus been promoted. May we not conclude, therefore, that accrediting associations must have been thus originated.

These accrediting associations have shown by their work over a period of thirty years that their fundamental purpose was to establish closer relationship between the colleges and secondary schools. We have sought to eliminate gaps and thus make educational progress a continuously advancing one from the beginning of the secondary years throughout the college career. Our institutions of higher learning have changed their entrance requirements and their curriculum requirements so that greater breadth and liberality resulted. There are those who have doubted the wisdom of these changes. In my own estimation, they were changes that were bound to come as the demand from society for education to contribute more efficiently to human well-being. We have especially concerned ourselves, in both colleges and high schools, about the physical equipment. We have demanded that buildings, laboratories, libraries, etc., should be adequate. We have concerned ourselves about adequate salaries, teacher and pupil loads, endowments, etc. In the high school work we have done a great deal in the way of curriculum and course of study organization and reconstruction. Through all of these means standards have been determined which, no doubt, have decidedly increased educational efficiency. In taking this very necessary first step, however, we may have forgotten at times that there were other factors than the material ones which we needed to take into account in order for education to make human living itself an art and in order to have it contribute to the achievement of human excellence. There have been times, perhaps, when the dangers which visited all organiza-

tions pursued these accrediting association organizations. That which at first was instrument or means has at times tended to become an end in itself. The movement arises with the standardized labels and values, its stereotyped mannerisms, and its rigamarole. Success is estimated in material affects, tangible results, number and power. The organizer takes precedence over those who possess the interest which it was his task to serve. There has been danger of the system supplanting education. While we recognize that educational advancement has been the result of our effort and that we concerned ourselves about factors in education which were fundamental, have we not arrived at a time when we must look to a revision of our standards in order that they shall not be millstones around our necks, and in order that we shall not stagnate?

We need to concern ourselves more with better teaching in both the high school and college. These are days when the world is demanding that knowledge have a relation to life. There are certain qualities which a teacher must have in order to fulfill this function. Great teaching gives the sense of continuity that runs through human life in all times and all things and that is at the bottom of the general demand for truth as the justification of all study. The great teacher is the man who can turn his subject and himself into one. There is no such thing as a subject except in so far as a living human mind detects and separates a group of material for its own living uses out of the universe.

In setting up standards in the future we should be guided more by a scientific procedure than we have in the past. We have ruled regarding endowment, class size, teacher load, etc., without definitely determining the correlation between these things and educational results. We need to concern ourselves about the reorganization of educational institutions. The junior college movement is one that deserves our very serious study and consideration. Perhaps when our various higher institutions more definitely announce their objectives, we will be better able to guide young people into proper educational channels.

I am not at all sure that the student eliminations from college are just to the individual, nor in the majority of cases, in the interest of general social welfare. I am convinced that the failure problem is more deep-seated than we ordinarily think. My contention is that many college failures are accidents in the progress of a great change. Many of our modern difficulties are the result of the conflict between former standards and conventions and ways of doing things, on the one hand, and an expanding, ever-changing, dynamic life on the other. These social and economic changes have affected the modern boy. The student today at eighteen has already come into contact with a ripper and a more complex social structure than did his grandfather all his life. The modern boy knows all about the modern credit system. Another is the son of a congressman and knows all about party struggle and the details of administrative life. In a hundred ways, the increased wealth and more diversified life of our time bring a boy into contact with informing and stimulating influences and send him to college less sensitive to direct appeal but also more intelligent and better prepared to respond to a different appeal. Many of our college problems are perplexities which follow in the train of rapid advances in material wealth and living and in social organization.

In order for accrediting agencies to justify public confidence they must in the future be more concerned with these things and many more related ones which time will not permit me to discuss. College and high school educators must be men enough to cooperate to the full in an endeavor to solve our mutual educational problems. It is not among laggards, fault-finders, or grumblers that education will look for its leaders, but among those of understanding and vision. Men and women who are sensitive to the welfare of young men and

young women and who have the courage to cut the way straight through all perplexities in order that each may have an opportunity to develop his personality to the full. Again I wish to express to you my very great appreciation of all the kindnesses that have been extended and to say to you that my visit to your meeting will ever remain a happy memory.

Following up recommendation one (I) of the Report of the Committee on College Entrance Requirements at the Jacksonville meeting, a Committee on Psychological Tests was appointed by President H. M. Ivy to report at the Forth Worth meeting. Chas. A. Brown, Birmingham; Prof. H. T. Manuel, University of Texas; Dean Theodore Jack, Emory University; Principal W. R. Phelps, Randolph-Macon Academy, have been named on the committee, "to study the question of the use of the psychological test as a part of admission requirements; to consider the advisability of using a uniform test; and to consider the problem of the proper agency for administering the test."

SUMMARY OF REPORT OF COMMITTEE ON USE OF PSYCHOLOGICAL TESTS AS A PART OF ADMISSION REQUIREMENTS TO COLLEGE

Charles A. Brown, Associate Superintendent of Schools, Birmingham, Alabama

An inquiry sent to 126 member colleges of the Association of Colleges and Secondary Schools of the Southern States was answered by representatives of 103 institutions.

Question 1. Is a psychological test used as a part of the entrance requirements to your institution? 19 replied, yes; 81, no; 1 did not answer. In practically all of the 19 institutions using a psychological test as a part of entrance requirements, the test is given after the student arrives at the college, and usually during "freshmen week". Several of the North Carolina Colleges replying in the negative state that all seniors in the high schools of North Carolina take a combination test, sponsored by the University, in the spring, and, that results are sent to the college in which any graduate registers.

Ques. 2. If such test is required what weight is given it in the admission of students? Was answered by the 18 colleges which use psychological tests as follows: 1 institution rejects students with low scores, after checking; 1 states that very low scores initiate rejecting; 2 that no weight is given the test; 1 gives weight to the test, but it is not determinative; 5 give it weight in sectioning; 1 in selection of courses; 2 as supplementary information; 1 modifies high school rating of students; 4 did not answer.

Ques. 3. What is the name of the Psychological test or tests used? The 19 colleges using tests as a part of entrance requirements name the following: Thurstone's tests were used by 9; Otis Self-Administering Test by 6; Thorndike's by 3; Brown University Psychological Examination by 3; Stanford revision 1; Ohio State by 1; Illinois 12th Grade Test by 1; Rollins College Questionnaire by 1. Some of the institutions used more than one test.

Ques. 4. Do you think that a uniform psychological test should be given or required? 11 of the 19 colleges that use psychological tests as part of admission requirements replied, yes; 4 answered no; 2 were doubtful; 1 would try it; 1 said this matter should be purely voluntary.

The attitude of the other 84 colleges and universities is shown by the tabulation of their answers to the question:

32 answered	yes
4 said it was	desirable
15 answered	no
7 were	doubtful
2 said it should be	optional

2 thought the plan	advisable
2 said they had no	objection
1 thought the plan had	value
1 replied not for all	colleges
1 had no opinion	
1 said it has had	no experience with the plan.
17 did not answer the question.	

Ques. 5. What in your opinion is the proper agency to administer the test? In those institutions that answered 1 and 4 in the affirmative, 10 say that the college department of psychology or education or both should administer the examination; 2 think the dean should, 1 had no suggestion on the matter; of those that replied "no" to 4 one thinks that the high schools should administer the test; 1 that the department of education in the college should; 1 had no suggestion; 1 did not answer.

Ques. 7. Are Psychological Tests given to students at any time during their college career? Eighty-five of 103 replying to this question give psychological tests at some time during the college career of students; 18 do not give such tests at any time.

The tabulation of replies follows:

Yes	6
Yes, to freshmen.....	53
Yes, at entrance.....	7
Yes, to juniors and seniors in College of Commerce	1
Yes, for specific purposes.....	2
Yes, in department of psychology or education.....	4
Yes, to all new students.....	1
Yes, freshmen and junior years.....	1
Yes, high school seniors in North Carolina.....	2
Yes, to seniors.....	1
Yes, to all who fail.....	1
Yes, in certain courses.....	1
Incidentally or sometimes	2
No.	18

Replies to the question, "What uses are made of the results of psychological tests given to students in your institution? indicate a wide range of uses. (The number in parenthesis indicates the times mentioned in replies.) In sectioning classes (11); for guidance and counselling (13); in checking the quality of students' work (8); in handling delinquents in work and conduct (7); in psychology classes (4); in determining students' load (5); in disciplinary cases (4); as supplementary information (3); in registration of freshmen (1); in determining the ability of entering class (1); as check when student is dropped (1); for personnel work (1); to prevent failure (1); in recommendations for position, scholarships, etc. (1); for correlation mainly (1); when students have difficulties (1); in predicting success in college (1); for comparative study (1); to assist in determining the cause of failure (1).

Findings from psychological testing program in some of member colleges of the Southern Association.

About 85% of the member colleges of this Association are in varying stages of psychological testing—from "just beginning" to an "experience of eight or more years." Naturally the findings range from "nothing of value" through "increased interest in and respect for the test," to "we are thorough believers in psychological tests."

From a study of the results and uses of tests reported by member colleges, there is no material difference in findings in this association and those already

reported in studies and researches made by others in the past five or six years.

In the institutions that have given the tests for three or more years reports, with two exceptions, indicate the following:

Four colleges find the tests very valuable sources of information about applicants; eight, the tests are one of the best indices of the ability of students to do college work.

Fifteen find a high correlation between the results of the tests and college achievement; three find less correlation; two find little or no correlation.

Six find the tests a good check on students' efforts; three, that tests are prognostic and diagnostic value; one, that lowest 10% on tests had dropped out through failure, while quality points show 85% correlation with test results.

Three find tests dangerous as sole basis of admitting or classifying students; four, that test data are valuable in handling cases of failure and in disciplinary cases; three find that the lowest quartile on in tests are not usually suitable college material; one institution reports that present freshmen scored 10 points higher than any recent entering class.

One reports that the record of special students, which is similar to the records of such students in other years, indicates that the facts of being a special student is about as predictive of poor work as failure in the qualifying English examination of the psychological examination.

One institution reports that the greatest difficulty with further use of test results is lack of acquaintance of the general faculty with their possible use.

In general the following conclusions seem justified:

(1) When used with other available records psychological tests give additional information of value about students admitted to college.

(2) Intelligence tests are the best single source of information for predicting success in college; but should not be the sole criterion in deciding upon admission to college.

(3) Results of these tests are valuable in deciding the advisability of permitting a student to make up a particular study, in determining student load, and in matters of guidance.

(4) College testing has revealed interesting evidence of differences in the intelligence levels of groups in different institutions and in different courses and classes in the same institution.

REPORT OF THE DELEGATES TO THE NATIONAL CONFERENCE ON UNIFORM COLLEGE ENTRANCE REQUIREMENTS IN ENGLISH

On behalf of this Association, Miss Carrie Belle Sterrett, of the Texas State Department of Education, and Professor Charles S. Pendleton, of George Peabody College for Teachers, attended the meeting, in New York City, on February 22, 1928, of the National Conference on Uniform College Entrance Requirements in English. Mr. R. M. Sealey, of Florida, who was also a delegate, was stricken on the train en route to the meeting and died in a hospital in Washington, D. C. To fill the vacancy in the representation of this Association, the Conference seated, at the request of Miss Sterrett and Mr. Pendleton, Dean N. M. Salley, of the Florida State College for Women.

The Conference adopted, and sent to this Association, resolutions of condolence for the death of Mr. Sealey.

Two types of college entrance examination are given, which are known as Restrictive and Comprehensive. The former tests on specific materials taught in the secondary schools. The latter aims not to do this but to test the *power* of secondary-school graduates. Of the two, the Comprehensive is growing

greatly in favor, particularly with high schools that do not specialize on preparing their graduates for college. The recommendations for preparation for this plan of examination are much broader than those for the Restrictive plan.

The Conference voted unanimously, after careful discussion, that questions on Grammar should not be asked in the Comprehensive examination. They are asked in the Restrictive examination. This reverses a recommendation made three years ago.

The list of classics (masterpieces of literature) recommended for reading for the Comprehensive examination was made more liberal. Two additions—selections from *The Canterbury Tales* and a translation of *Beowulf*—were made to the classics listed for the Restrictive examination. Even for this examination, however, freedom of choice (within limits) is provided.

The conference took no action on a suggestion by the delegates from this Association that four units of English be approved as desirable for college entrance preparation. It was thought that this matter should rest with the various Regional associations.

The recommendations of the Conference have been published in a pamphlet and widely circulated among secondary schools.

PART VI.

APPENDIX

A. CONSTITUTION AND BY-LAWS

CONSTITUTION

ARTICLE I

NAME AND OBJECT

Section 1. Name—The association shall be called the Association of Colleges and Secondary Schools of the Southern States.

Section 2. Object—The object of this association shall be to establish helpful relations between the secondary school and the institutions of higher education within the territory of the association, and to consider all subjects that tend to the promotion of interests common to colleges and secondary schools.

ARTICLE II

MEMBERSHIP AND VOTING

Section 1. The members of the association shall consist of four classes: First colleges and universities; second, junior colleges; third, schools; fourth, individuals.

Section 2. Election to membership shall be only at regular meetings and on recommendation of the executive committee, which committee shall judge of the eligibility of an institution and of individuals in matters not explicitly covered by the constitution and by-laws. The character and tone of an institution are factors of consequence in determining eligibility.

Section 3. In transacting the ordinary business of the association, all delegates present shall be entitled to vote; but amendments to the constitution and by-laws shall be made only by the first three classes of members, each institution having one vote.

ARTICLE III

OFFICERS

The officers of the association shall be a president, two vice-presidents, and a secretary and treasurer, together with an executive committee consisting of the president (who shall be chairman ex-officio), the secretary and treasurer, and five other members. These officers shall be chosen at annual meeting by ballot and shall hold office for one year or until their successors shall have been elected. A plurality vote shall be sufficient for election. But there shall not be more than two changes in the executive committee in one year except by death or resignation, in which case the executive committee shall have authority to fill such vacancies.

ARTICLE IV.

DUTIES OF OFFICERS

The duties of the officers shall be such as usually pertain to the several offices. The president shall preside at the meetings of the association and act as chairman of the executive committee. The secretary and treasurer shall publish the proceedings and keep in bank the funds of the association, paying out the same under such rules as may be provided in the by-laws or otherwise by the association. The executive committee shall prepare business for the association, fix the time and place of annual meetings, the amount of annual dues subject to the approval of the association, call special meetings, make necessary appo-

priations not otherwise provided for, and in general act for the association while it is not in session; but the acts of this committee shall always be subject to the revision of the association.

ARTICLE V

MEETING.

There shall be a regular annual meeting held as may be determined by the executive committee. A representation of twenty-five of the institutions belonging to the association shall constitute a quorum for all purposes.

ARTICLE VI

EXPENSES

To meet the expenses of the association an annual fee shall be paid by each member, the amount to be fixed by the association on recommendation of the executive committee. Failure to pay dues for two years in succession forfeits membership.

ARTICLE VII

POWERS OF THE ASSOCIATION

Decision by the association of questions not pertaining to its organization shall always be considered advisory and not mandatory.

ARTICLE VIII

AMENDMENT

The constitution and by-laws of the association may be altered and amended at any regular meeting at which twenty-five of the institutions belonging to the association are represented. Notice of a proposed amendment must be made at the regular meeting before action is taken.

BY-LAWS

1. The association shall maintain a standing committee known as the commission on secondary schools. This commission shall prepare, subject to the approval of the association, a statement of the standards to be met by secondary schools which are members or desire to become members of this association, or desire to be accredited by the association; shall prepare all needed blanks or certificates; shall describe and define unit courses of study in the various school programs subject to the approval of the association; shall make such inspection of schools as it deems necessary; and shall submit to the association for approval and publication lists of the secondary schools within the territory of the association which conform to the standards prescribed.

The commission on secondary schools shall consist of the high school inspector in such states as provide one and in addition four members elected from each state within the territory of the association. One of these members shall be from the state university, the professor of secondary education, whenever practicable; another member shall be representative of some other college belonging to the association; the third member shall be connected with some secondary school accredited by the association; and the fourth member shall be connected with some private secondary school accredited by the association. These four members shall be elected by the association on nomination of the executive committee. The term of all members shall be for four years or until their successors are appointed. The election shall be so ordered that one-fourth of the members shall be appointed each year.

2. There shall be a standing committee known as the commission on institutions of higher education. It shall be the duty of this commission to prepare, subject to the approval of the association, a statement of the standards to be met by the institutions of higher education which are members or which desire to become members of this association or desire to be accredited by the association; to make such inspections and investigations as it deems necessary; and to submit to the association for approval and publication lists of institutions which conform to the standards prescribed.

This commission shall consist of thirty-nine persons representing institutions connected with this association. Twenty-four of these persons shall represent higher institutions, at least one being from each state represented in this association. Fifteen members of the commission shall be from secondary schools, at least one being from each state represented within the territory of this association. No institution shall have more than one member on this commission. All members shall be elected by the association on nomination of the executive committee. The term of all members shall be for three years or until their successors are appointed. The elections shall be so ordered that one-third of the members shall be appointed each year.

3. The executive committee of the association shall hear and determine the appeals, if any, against the findings of the commissions. It shall nominate the members of the various commissions as heretofore provided. It shall pass on all applications of individuals or institutions seeking membership in the association, requiring for all institutions the recommendation of one of the commissions. It shall report the failure of any member to conform to the standards set by the association, and by vote of the association the offending institution shall be dropped from the list of members.

4. The commissions on institutions of higher education and on secondary schools shall have the authority to collect a fee for the inspection and registration of institutions. This fee shall be covered by the membership dues of all institutions that are members of the association. All money collected by these commissions for registration or inspection shall be paid over to the treasurer of the association. The expenses of the various commissions shall be provided for by appropriations annually made by the association or executive committee on recommendations of the commissions.

5. The commission herein provided for shall elect their own officers, appoint all necessary sub-committees, regulate their own time and place of meeting, and arrange all other details for the performance of their official duties.

6. The executive committee shall meet in advance of the regular annual meeting of the association, and may be called to meet at any other times by the joint action of the president and secretary.

7. All bills of the association shall be paid by the treasurer, if possible by check. Each bill must be approved by the party responsible for it, and no expenditures shall be made except as may be ordered by the association or by the executive committee.

B. STANDARDS OF THE ASSOCIATION

a. Colleges of Arts and Sciences

Standard Number 1. Entrance Requirements. The requirement for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of this Association, or the equivalent of such a course as shown by examination. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted. Any college of this Association may be called upon at any time for a record of all the students entering

the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

Standard Number 2. Requirements for Graduation. The college should demand for graduation the completion of a minimum quantitative requirement of one hundred and twenty semester hours of credit (or the equivalent in term hours, quarter hours, points, majors or courses), with further scholastic qualitative requirements adapted by each institution to its conditions..

Standard Number 3. Number of Degrees. The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirements for admission and for graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses.

Standard Number 4. Number of College Departments. A college of arts and sciences of approximately one hundred students should maintain at least eight separate departments, with at least one professor devoting his whole time to each department. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. With the growth of the student body the number of full-time teachers should be correspondingly increased. The development of varied curricula should involve the addition of other heads of departments.

Standard Number 5. Training of Faculty. The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a fully organized and recognized graduate school. The training of the head of a department should be equivalent to that required for the doctor's degree or should represent a corresponding professional or technical training. A college will be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement and successful experience as teachers bears to the total number of the teaching staff. Honorary degrees are not recognized as a qualification for teachers.

Standard Number 6. Salaries. The average salary paid members of the faculties is an important consideration in determining the standing of an institution. It is recommended that the salary of full professors be not less than \$3,000 for nine months. The local cost of living and other factors should be taken into consideration.

Standard Number 7. Number of Class-Room Hours for Teachers. Teaching schedules exceeding sixteen hours per week per instructor shall be interpreted as endangering educational efficiency. In general, two laboratory hours will be counted as equivalent to one recitation hour.

Standard Number 8. Number of Students in Classes. Classes (exclusive of lectures) of more than thirty students shall be interpreted as endangering educational efficiency.

Standard Number 9. Support. The college should have an annual income of not less than \$50,000 and if not tax supported, an endowment of not less than \$500,000. The financial status of the college should be, however, judged in relation to its educational program.

Standard Number 10. Library. The college should have a live, well distributed, professionally administered library of at least 8,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books in keeping with the curriculum.

Standard Number 11. Laboratories. The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences, and these facilities shall be kept up by means of an annual appropriation in keeping with the curriculum.

Standard Number 12. Separation of College and Preparatory School. The college may not maintain a preparatory school as a part of its college organization. In case such a school is maintained under the college charter it must be kept rigidly distinct and separate from the college in students, faculty, buildings, and discipline.

Standard Number 13. Proportion of Regular College Students to the Whole Student Body. At least seventy-five per cent of the students in a college should be pursuing courses leading to baccalaureate degrees in arts and science. Soldier rehabilitation students should not be considered in the twenty-five per cent of irregular and special students at present.

Standard Number 14. General Statement Concerning Material Equipment. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus and methods for cleaning shall be such as to insure hygienic conditions for both students and teachers.

Standard Number 15. General Statement Concerning Curriculum and Spirit of Administration. The character of the curriculum, efficiency of instruction, the scientific spirit, the soundness of scholarship, the standard for regular degrees, the conservatism in granting honorary degrees, the character of its publicity, and the tone of the institution shall also be factors in determining its standing. The curriculum should provide both for breadth of study and for concentration. It should have justifiable relation to the resources of the institution.

Standard Number 16. Extra Curricular Activities. The proper administration of athletics, amusements, fraternities, and all other extra curricular activities is one of the fundamental tests of a standard college.

Athletics. The college members of the Association will be expected to make regular reports on their supervision of athletics, showing that the latter are on a clean and healthy basis, that they do not occupy an undue place in the life of the college, and that strict eligibility and scholarship requirements are enforced. Professionalism or commercialism in athletics shall disqualify a college from membership in the approved list of the Association, and no college that places its chief emphasis upon intercollegiate athletics to the detriment of its scholarship will be placed on the approved list.

Standard Number 17. Standing in the Educational World. The institution must be able to prepare its students to enter recognized graduate, professional, or research institutions as candidates for advanced degrees. In evidence statistics of the records of the graduates of the college in graduate or professional schools shall be filed with the Commission on Institutions of Higher Education on demand.

Standard Number 18. Professional and Technical Departments. When the institution has in addition to the college of arts and science professional or technical departments, the college of arts and science shall not be accepted for the approved list of the Association unless the professional or technical departments are of approved grade, national standards being used when available.

Standard Number 19. Inspection. No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the Commission. Any college of the Association shall be open to inspection at any time.

Standard Number 20. Filing of Blank. No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the Commission. The list shall be approved from year to year by the Commission. The blank shall be filed triennially, but the Commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

b. Teacher Training Colleges

Definition. The Standard Teachers College is an institution with two year, three year, and four year curricula designed to afford such general and professional education as will best fit students for teaching in elementary and secondary schools.

Standard No. 2. Entrance Requirements. The requirement for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of this Association, or the equivalent of such course as shown by examination. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted. Any college of this Association may be called upon at any time for a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

Standard No. 2. Requirements for Graduation. (a) The college should require for the general arts and science degrees and for the bachelor's degree in education the completion of a minimum quantitative requirement of one hundred and twenty semester hours of credit (or the equivalent in term hours, quarter hours, points, majors or courses), with further qualitative requirements adapted by each institution to its conditions.

(b) Not more than one-fourth of the credits required for graduation should represent professional subjects.

(c) All subjects offered for degrees in four year courses for general or professional degrees shall be of collegiate grade.

Standard No. 3. Number of Degrees. The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirement for admission and for graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses.

Standard No. 4. Number of College Departments. A college or two hundred students or less should maintain at least eight separate departments with at least one professor devoting his whole time to this department. The size of the faculty should bear a definite relation to the type of the institution, the number of students, and the number of courses offered. With the growth of the student body, the number of full time teachers should be correspondingly increased. The development of varied curricula should involve the addition of other heads of departments.

Standard No. 5. Training of Faculty. The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a fully organized and recognized graduate school. The training of the head of a department should be equivalent to that required for the doctor's degree or should represent a corresponding professional or technical training. A college will be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement and successful experience as teachers bears to the total number of the teaching staff. Honorary degrees are not recognized as a qualification for teachers.

Standard No. 6. Salaries. The average salary paid members of the faculties is an important consideration in determining the standing of an institution. It is recommended that the salary of full professors be not less than \$3,000. The local cost of living and other factors should be taken into consideration.

Standard No. 7. Number of Class-Room Hours for Teachers. Teaching schedules exceeding sixteen hours per week per instructor shall be interpreted as

endangering educational efficiency. In general, two laboratory hours will be counted as equivalent to one recitation hour.

Standard Number 8. Number of Students in Classes. Classes (exclusive of lectures) of more than thirty students shall be interpreted as endangering educational efficiency.

Standard No. 9. Support. The college should have an annual income of not less than \$50,000 and if not tax supported, an endowment of not less than \$500,000. The financial status of the college should be, however, judged in relation to its educational program.

Standard Number 10. Library. The college should have a live, well distributed, professionally administered library of at least 8,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books in keeping with the curriculum.

Standard Number 11. Laboratories. The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences, and these facilities shall be kept up by means of an annual appropriation in keeping with the curriculum.

Standard Number 12. Practice Teaching and Observation. The college shall provide adequate facilities for practice teaching and observation.

Standard Number 13. Proportion of Regular College Students to the Whole Student Body. To be approved a college must have a total registration of at least one hundred students from September to June whose preliminary preparation is the equivalent of at least graduation from a four year accredited high school.

Standard Number 14. General Statement Concerning Material Equipment. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

Standard Number 15. General Statement Concerning Curriculum and Spirit of Administration. The character of the curriculum, efficiency of instruction, the scientific spirit, the soundness of scholarship, the standard for regular degrees, the conservatism in granting honorary degrees, the character of its publicity, and the tone of the institution shall also be factors in determining its standing. The curriculum should provide both for breadth of study and for concentration. It should have justifiable relation to the resources of the institution.

Standard Number 16. Extra Curricular Activities. The proper administration of athletics, amusements, fraternities, and other extra curricular activities is one of the fundamental tests of a standard college.

Athletics. The college members of the Association will be expected to make regular reports on their supervision of athletics, showing that the latter are on a clean and healthy basis, that they do not occupy an undue place in the life of the college, and that strict eligibility and scholarship requirements are enforced. Professionalism or commercialism in athletics shall disqualify a college from membership in the approved list of the Association, and no college that places its chief emphasis upon intercollegiate athletics to the detriment of its scholarship will be placed on the approved list.

Standard Number 17. Standing in the Educational World. The institution must be able to prepare its students to enter recognized graduate, professional, or research institutions as candidates for advanced degrees. In evidence, statistics of the records of the graduates of the college in graduate or professional schools shall be filed with the Commission on Institutions of Higher Education on demand.

Standard Number 18. Inspection. No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the Commission. Any college of the Association shall be open to inspection at any time.

Standard Number 19. Filing of Blank. No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the Commission. This list shall be approved from year to year by the Commission. The blank shall be filed triennially but the Commission may for due cause call upon any member to file a new report in the meantime. Failure to file blank shall be cause for dropping an institution.

c. Junior Colleges

Standard Number 1. Entrance Requirements. The requirement for admission shall be the satisfactory completion of a four year course of not less than fifteen units in a secondary school that is approved by this Association, or by another recognized accrediting agency, or equivalent of such a course as shown by examination. Any junior college in this Association may be called upon at any time for such a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

Standard Number 2. Requirements for Graduation. The minimum requirement for graduation shall be sixty semester hours of credit.

Standard Number 3. Degrees. Junior colleges shall not grant degrees.

Standard Number 4. Number of Students and of College Departments. The number of regular college students shall be not less than sixty and the number of separate departments not less than five (English, History, Foreign Language, Mathematics, Science). The number of teachers shall be not less than five employed specifically for college instruction, giving the major part of their time to college instruction.

Standard Number 5. Salaries and Training of the Faculty. Salaries shall be such as to insure employment and retention of well-trained and experienced teachers. The minimum scholastic requirements of teachers in the junior college shall be graduation from a standard college and in addition, graduate work amounting to one year at least in a Graduate school of recognized standing. The courses taught by any teacher should be in the field of specialization represented by his graduate work.

Standard Number 6. Number of Class-Room Hours for Teachers. The average number of credit hours per week for each instructor shall not exceed sixteen hours of college work or eighteen hours if part of the work is done in High School.

Standard Number 7. Number of Students in Classes. The number of students in a class shall not exceed thirty (except for lectures). It is recommended that the number of students in a class in a foreign language shall not exceed twenty-five. The number of students in a laboratory section shall not exceed the number for which desk space and equipment have been provided.

Standard Number 8. Support. The minimum annual operating income for the two years of junior college work should be \$20,000, of which not less than \$10,000 should be derived from stable sources other than students, such as public support or permanent endowment. Increase in faculty, student body, and scope of instruction should be accompanied by increase of income, from such stable sources. The financial status of each junior college should be judged in relation to its educational program.

Standard Number 9. Library. The junior college shall have a modern, well-distributed, catalogued, and efficiently administered library of at least 2,500 volumes, exclusive of public documents, selected with special reference to college work, and with a definite annual appropriation for the purchase of books and periodicals. It is urged that such an appropriation be at least \$500.00.

Standard Number 10. Laboratories. The laboratories shall be adequately equipped for individual instruction in courses offered and an annual income for their up-keep provided. It is recommended that a school with a limited income be equipped for good work in one or two sciences and not attempt work in others.

Standard Number 11. Separation of College and Preparatory Classes. Where a junior college and high school are maintained together, the high school shall have been accredited by this Association. The students shall be taught in separate classes, no high school student being admitted to any college courses.

Standard Number 12. Proportion of Regular College Students to the Whole Student Body. At least 75 per cent of the students in a junior college shall be pursuing curricula leading to graduation.

Standard Number 13. General Statement Concerning Material Equipment. The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

Standard Number 14. General Statement Concerning Curriculum and Spirit of Administration. The character of the curriculum, efficiency of instruction, and spirit of the institution shall be factors in determining its standing.

Standard Number 15. Extra-Curricular Activities. Athletics, amusements, fraternities, and other extra-curricular activities shall be properly administered and shall not occupy an undue place in the life of the college.

Standard Number 16. Inspection. No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the Commission. Any college of the Association shall be open to inspection at any time.

Standard Number 17. Filing of Blank. No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the Commission. The list shall be approved from year to year by the Commission. The blank shall be filed triennially, but the Commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

d. Secondary Schools

ARTICLE 1.

There shall be a commission which shall consist of the High School Inspector in such states as provide one, and in addition, four members selected from each state within the territory of the Association. One of these members shall be elected from the state university, the Professor of Secondary Education wherever practicable; another member shall be a representative of some other college belonging to the Association; the third member shall be connected with some secondary school accredited by the Association, and the fourth member shall be connected with some private secondary school accredited by the Association. These four members shall be elected by the Association on nomination of the Executive Committee. The term of all members shall be for four years, or until their successors are appointed. The elections shall be so ordered that one of the membership shall be appointed each year.

ARTICLE 2.

It shall be the duty of the Commission to agree upon a uniform blank for reports of high school principals, relative to organization, teaching force, attendance, library, laboratory, and other equipment.

ARTICLE 3.

This Commission shall also prepare a uniform certificate blank for admission to college, which may be used by all members of the Association.

ARTICLE 4.

The Commission shall describe and define unit courses of study in the various secondary school programs, based on the recommendation of the Carnegie Foundation and the rules of the Association as herein prescribed. The minimum standard for accrediting shall be:

(a) No school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing sixteen units as defined by this Association. A unit represents a year's study in any subject in a secondary school constituting approximately a quarter of a full year's work. More than twenty periods per week should be discouraged.

(b) The minimum scholastic attainment required of the faculty of any accredited secondary school on the Southern List is, that not less than 75 per cent of the total number of teachers of academic subjects, including the principal, teachers of Agriculture and Home Economics, should hold bachelor's degrees from a college approved by the Association. Beginning with the school year 1927-28, all beginning teachers and principals shall have had not less than twelve (12) semester hours work in education.

(c) The maximum teaching load of any teacher shall be 750 pupil-periods per week with not more than six daily recitations. The Commission will scrutinize with extreme care any school in which instructors teach as many as six daily periods. In interpreting this standard a double period in laboratory, shop or two periods of study-room supervision shall be counted as the equivalent of one recitation period.

(d) The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught. The library should have 500 volumes exclusive of duplicates and government publications.

(e) The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

(f) The efficiency of instruction, the acquired habits of thought and speech, the general intellectual and moral tone of a school are paramount factors; and therefore, only schools which rank well in these particulars, as evidenced by rigid, thorough-going, systematic inspection, shall be considered eligible for the list.

(g) The Commission will decline to consider any school whose teaching force consists of fewer than four teachers giving their full time to high school instruction. When local conditions warrant the introduction of vocational subjects, such as agriculture, manual training, household arts, and commercial subjects, the Commission will hold that a sufficient number of teachers must be employed and proper equipment added to provide adequately for such instruction.

(h) No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. In case of schools having twelve or more teachers, a complete report on teachers once in three years will be sufficient, but full data relative to changes must be presented annually.

(i) All schools whose record shows an excessive number of pupils per teacher, as based on the average number belonging, even though they may technically meet all other requirements, will be rejected. The Association recognizes thirty as a maximum.

(j) The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association. In every case the character of the work done by a school must be the determining factor in accrediting. By personal visits of the inspectors, by detailed reports from the principal, and by the records made by the students in colleges, the char-

acter of a school's work shall be, from time to time, determined. A school shall be removed from the accredited list for failure to maintain the above standards.

(k) The Commission recommends \$1,000 as the minimum salary for teachers.

ARTICLE 5.

Each State Committee shall prepare a list of accredited schools of its state according to the prescribed regulations and furnish the same to the commission at its appointed annual meeting.

ARTICLE 6.

From the lists thus submitted the Commission shall, at its annual meeting, select the schools which shall constitute the Southern List of Accredited Schools. Copies of this list when made up shall be furnished to the members of the Association before May 1 of each year.

ARTICLE 7.

Colleges belonging to the Association shall report to the professor of secondary education or high school inspector by February 15th of each year any cases of lack of preparation of, or other information relating to, students coming from schools in his state, on blanks prepared by the Commission. These reports, after having been reviewed by the representatives of the Commission in the state, shall be forwarded by the above officer in tabulated form to the schools interested and also laid before the Commission.

ARTICLE 8.

The Deans' Report shall be taken into consideration in warning schools.

ARTICLE 9.

All secondary schools that are members of the Association shall pay annual dues of ten dollars; all others shall pay two dollars per year accreditation fees.

ARTICLE 10.

Schools on the Southern List must be in the highest class of schools as officially listed by the proper authorities of the state.

e. Questionnaire on Athletics

For Institutions of Higher Learning

Name of Institution

Location

Name of President

Name of responsible athletic officer.....

Of what athletic association is your institution a member?

ATHLETIC CONTROL

Give the following data covering the organization of your Board of Control of Athletics:

1. Number of Members
2. Number of Faculty Members.....By whom elected
3. Number of Alumni Members.....By whom elected.....
4. Number of members from Board of Trustees or Administrators
5. Number of student members.....How selected.....
6. Must faculty members be of the rank of professor?.....

7. How is the Chairman of this Board chosen?.....
8. Have you a separate faculty committee which passes upon eligibility?.....
9. If so, state the organization of this committee.....
10. Is a final decision in matters of Athletic Administration reserved to the faculty, and, if so, how?.....
11. Who passes upon the eligibility of candidates for teams, and what is the procedure in determining such eligibility?.....
12. Please submit copies of forms used in determining eligibility.....
13. Have you a regular full-time director of athletics? If so, state his name?.....
14. Does he rank as a professor?.....
15. Does he attend faculty meetings, vote and serve on faculty committees?.....
16. What subjects, if any, does he teach?.....
17. Are these subjects given credit toward graduation?.....
18. What part, if any, does he take in coaching the team?.....
19. Do you have a department of Physical Education?.....
20. If so, does service on an athletic team count for credit toward graduation in its courses?.....

FINANCIAL

1. What is the annual appropriation for Athletics in the budget of your institution, independent of gate receipts?.....

	Receipts	Expenditures
Football - - - - -		
Baseball - - - - -		
Basketball - - - - -		
Track - - - - -		

3. Do you have any system of auditing the accounts of your athletic managers?.....
4. Does your institution have a graduate manager, or is the financial management of the team entirely in the hands of the students?.....
5. Do you have a graduate treasurer of Athletics, or a student treasurer?.....
6. If your managers use printed contract forms for games please submit copies of typical contracts.

COACHING SYSTEM

1. State the name of the head coach and his salary for each of the following sports for the session of 1927-28.

Football	Salary
Baseball	Salary
Basketball	Salary
Track	Salary
2. Which of these, if any, were members of the faculty?.....
3. Which of these were employed for the whole session?.....
4. Which of these were employed for the season only?.....
5. State names of assistant coaches with salaries for each for 1927-28:.....
6. Were salaries of coaches paid in full by the institution?.....
7. If not, what part did the institution pay?.....
8. From what other sources was the difference received?.....
9. Were any parts of these salaries contingent upon the financial success of the season?.....
10. Were any parts of these salaries contingent upon the winning of certain games?
11. Were there any additional prerequisites attached to the above positions, as from the sale of athletic equipment, etc.?.....

12. Who appointed these coaches?.....

ENTRANCE REQUIREMENTS

1. What are your entrance requirements in terms of units?.....
2. What units are specified? (Please answer with reference to all departments)
3. What conditions are allowed?.....
4. From what list of schools are certificates accepted?.....
5. Do you require in addition to the certificate a personal recommendation from the principal?.....

COLLEGE STANDING

1. Are students with entrance conditions permitted to play on varsity or freshman teams?.....
2. Are special students, admitted on account of age without full requirements, permitted to play on varsity or freshman teams?.....
3. Name the special students of this type who were members of varsity or freshman teams in 1927-28.....
4. What members of the varsity teams during 1926-27 withdrew from college before Commencement or otherwise failed to complete the session?.....
5. Is any indulgence shown to athletes in amount or quality of work required?
6. At what intervals is the scholastic standing of athletics checked up?.....
7. How do varsity team men in your institution compare in scholarship with the other students?.....

ELIGIBILITY

1. Are first year students permitted to play on varsity teams?.....
2. How soon after the opening of the session must a candidate for a varsity team have matriculated?.....
3. In order to be eligible for a varsity team must a student be regularly enrolled as a candidate for a degree?.....
4. What is the minimum requirement in hours for candidates for varsity teams?
5. What are your requirements as to scholarship record of varsity players for a preceding term?.....
6. What are they for the preceding year?.....
7. Do you require each candidate to sign a pledge as to his status as an amateur and to the effect that he is receiving no financial inducements to attend your institution?.....
8. If so, state the form of the pledge?.....
9. Do you permit a student to play on any of your varsity teams who played the preceding session on any varsity team in another institution?.....
10. If so, please give names of such players for the session of 1927-28.....
11. Have you any scholarships which are reserved for students of special athletic ability?
12. If so, please name the holders of such for 1927-28.....
13. Give the names of members, if any, of your teams who receive compensation for services from the institution from any other source.....
14. If any such case, state in detail the character of the service rendered and the amount of compensation.....
15. What is your attitude toward "scouting" on the part of your coaches or alumni for athletic material?.....

ABSENCES

1. What is the maximum number of days per session a student may be absent to participate in intercollegiate contests?.....
2. How many days in all of college work were omitted by each of your teams during the session of 1927-28.....
3. What is your policy with regard to restricting games to the home grounds of the contestants?.....

BETTING

1. Is there any systematic attempt made in your institution to prevent betting on athletic contests?.....

SUMMER BASEBALL

1. What is the policy of your institution with regard to athletes playing summer baseball for money?.....
2. Would you be in favor of a general rule prohibiting the playing of summer baseball for money?.....

GENERAL

1. What efforts do you make in the direction of encouraging intramural sports?
2. Do you consider it wise for institutions in this territory to engage in inter-sectional athletic contests?.....
3. Have you any positive opinion as to the actual advertising value of inter-collegiate athletics to your institution? If so, kindly state it
4. Do you believe that the attendance at your institution has been affected by success or failure in athletics? Please explain your answer.....
5. Do you consider that inter-collegiate athletics has a positive educational value? If so, in what respects?.....
6. All things considered, do you believe that the morale of your football and other athletic teams, and their influence on your student body are in keeping with the ideals and best traditions of your institutions?.....
7. Do you regard any of the present tendencies in college athletics as dangerous to educational ideals? Please explain.....
8. As a result of your experience what do you consider the chief abuses of present day college and school athletics and what suggestions can you offer as to their correlation or elimination?.....

To the best of our knowledge and information the answers and statements herein represent accurately the conditions in athletics at this institution.

.....
Faculty Chairman of Athletics.

.....
President.



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